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AUTHOR	King, Donald A.; And Others
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ABSTRACT

Data collection activities for the second follow-up survey of the National Longitudinal Study of the High School Class of 1972 involved contact with over 22,000 graduates. During the period from July 1974 through June 1975, survey activities included the mailout of newsletters to sample members, telephone tracing of those individuals whose newsletters and/or questionnaires were returned as undeliverable, mailing of letters to parents of respondents to advise them of their child's involvement in the study, questionnaire and postcard mailouts, mailgram and telephone contacts with nonrespondents at predetermined intervals, and field interviews with nonrespondents to mail efforts. Data collection for a reliability study was also conducted concurrently by both mail survey procedures and personal interviews with a subsample of 600 study members. These activities, along with recommendations for refining and improving data collection procedures to be utilized in the third follow-up survey, are described in this report. Newsletters, correspondence, and a complete follow-up questionnaire are appended. (Author/JAC)

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FINAL REPORT

RTI Project 22U-884

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

DATA COLLECTION ACTIVITIES FOR THE SECOND FOLLOW-UP

(AUGUST 1974 THROUGH JUNE 1975)

by

Donald A. King
Michael F. Weeks
Nancy R. Thorne
Chris S. Myers

Survey Methodology and Operations Department
Statistics Research Division
Research Triangle Institute

Prepared for

National Center for Education Statistics

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NATIONAL LONGITUDINAL STUDY

REPORT ON SECOND FOLLOW-UP DATA COLLECTION ACTIVITIES

I. OVERVIEW

Data collection activities for the Second Follow-Up Survey of the National Longitudinal Study of the High School Class of 1972 involved contact with 22,363* 1972 graduates who were expected to continue to participate in the study. During the period from July 1974 through June 1975, survey activities included the mailout of newsletters to sample members, telephone tracing of those individuals whose newsletters and/or questionnaires were returned as undeliverable, mailing of letters to parents of respondents to advise them of their child's involvement in the study, questionnaire and postcard mailouts, mailgram and telephone contacts with nonrespondents at predetermined intervals, and field interviews with nonrespondents to mail efforts. Data collection for a reliability study was also conducted concurrently by both mail survey procedures and personal interviews with a subsample of 600 study members. These activities, along with recommendations for refining and improving data collection procedures to be utilized in the Third Follow-Up Survey, are described in this report.

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*This figure includes 328 base-year "extras". These were base-year respondents from back-up schools who were added to the NLS Second Follow-Up effort in January 1975.

At this time all data collection and reduction activities connected with the Second Follow-Up Survey have been completed. Still underway, however, is the data reduction phase of a special Activity State Survey involving 3,686 sample members from whom additional First Follow-Up information was requested by both telephone and personal interviews. This work will be completed in July.

A summary of the data collection schedule and events is provided in Table 1. Copies of the various materials used to elicit mail response are included in Attachment A.

II. DISTRIBUTION AND RECEIPT

A total of 20,059 newsletters was mailed in July 1974 to Second Follow-Up sample members whose addresses were in good condition. Tracing activities began on sample members whose newsletters were returned as undeliverable in the first week of August 1974. An additional 804 newsletters were mailed during the second week of August as more addresses were updated. The newsletter emphasized the importance of the sample member's continued participation in the study and included a return postcard requesting information about the sample member's current address.

Table 2 gives a breakdown of returns from the newsletter mailings. As noted in this table, there were 5,847 sample members who returned the postcard and indicated that our address for them was correct. There were also 2,692 postcards returned that reported various name and/or address changes or corrections. This category included anticipated address changes

Table 1

Schedule of Data Collection Events

Date(s)	Activity
July 18-19, 1974	20,059 newsletters mailed (MRC)
August 6	Tracing activities began
August 13	804 newsletters mailed (RTI)
September 23	13,379 parent letters mailed (MRC)
September 30	21,712 lead letters to Second Follow-Up sample members mailed (MRC)
October 7	21,712 questionnaires mailed (MRC-via Certified Mail)
October 14	323 questionnaires mailed (RTI)
October 16	21,712 thank you/reminder postcards mailed (MRC)
October 24	6,542 thank you letters to respondents mailed (RTI)
October 30	7,305 first prompting postcards (MRC) and 6,355 first prompting mailgrams (RTI) mailed to all nonrespondents
November 6	4,019 thank you letters to respondents mailed (RTI)
November 11	Data collection for reliability study began
November 13	9,768 second questionnaires mailed (MRC-via Air Mail)
November 18	4,548 second prompting postcards (MRC) and 4,920 second prompting mailgrams (RTI) mailed to all nonrespondents
November 19	1,485 thank you letters to respondents mailed (RTI)
December 2-18	FS/FI training
December 3	7,563 prompting blue fliers mailed (RTI)
December 8	1,607 thank you letters to respondents mailed (RTI)

Table 1 (Continued)

December 11	6,597 prompting mailgrams mailed to all nonrespondents (RTI)
January 6, 1975	Data collection by field interviewers began; 328 base-year participants added
January 7	931 Thank you letters to respondents mailed (RTI)
January 2-April 28	392 Thank you letters to respondents mailed (RTI)
March 14	Data collection by field interviewers completed

Table 2

Newsletter Mailout

Total Mailed

July 18-19	20,059
August 13	804
Total	20,863

Returns

Item	Number	%
Postcard - Address O.K.	5,847	28.0%
Postcard - Address change reported by respondent	2,692	12.9%
Newsletter - Returned by post office as undeliverable	917	4.4%
Total	10,398	49.8%

for October 1974. The postal service returned 917 newsletters as undeliverable and these were turned over to our Telephone Tracing Department for follow-up action. Current addresses were obtained for over 90% of these cases. A second newsletter was then mailed to the sample members at their new addresses.

In order to measure the value of the newsletter, 229 sample members were telephoned and questioned about their opinions and reactions to it. Although it received mixed reviews, nevertheless the results of this telephone survey indicated that a newsletter should continue to be sent at least once a year. The survey also provided some insights into the kinds of information sample members would like to see in a newsletter. A report on this substudy is contained in Attachment B to this report.

On October 7, 1974, Measurement Research Center (MRC) sent, by certified mail, 21,712 questionnaires to those sample members for whom RTI held apparently valid addresses. This mailing was followed a week later by an additional 323 questionnaires mailed from RTI to 51 members living abroad, 260 members whose addresses had been updated by our Telephone Tracing Department, and 12 additional cases which required special handling after the creation of the questionnaire mailout tape.

A number of promptings were sent to nonrespondents during the period from October 7 through December 11. These materials included thank you/reminder postcards, prompting postcards, mailgrams, replacement questionnaires, and blue fliers. The postcards and blue fliers were sent via first class mail while the replacement questionnaires were sent via air mail. Numbers and dates are shown in Table 1.

In addition, during December 1974 and early January 1975, some 6,800 sample members who did not respond to the mail requests were assigned to a nationwide staff of field interviewers for questionnaire completion through personal calls or telephone interviews. This aspect of data collection is covered in detail in Section IV of this report.

Table 3 details the schedule and results of the several mailouts and follow-up activities. Seven days after the first questionnaire mailout, a thank you/reminder postcard was sent to all sample members. Two weeks later (October 30), a prompting postcard or mailgram was dispatched, with half the nonrespondents receiving a postcard and the other half a mailgram with the same text. On November 13 a second questionnaire, along with a special cover letter, was mailed to the 9,768 nonresponding sample members. A second prompting postcard or mailgram was sent to all nonrespondents as of November 18, reversing the previous postcard/mailgram allocation. Final mail follow-ups occurred on December 3 with the mailing of 7,563 blue fliers and on December 11 when 6,597 prompting mailgrams were sent.

It is important to note here that the split promptings of postcards and mailgrams which were effected on October 30 and November 18 were designed to measure the relative impact of mailgrams as opposed to postcards. The nonresponding sample members who had been sent mailgrams on October 30 were sent postcards on November 18 and those who had been sent postcards on October 30 were sent mailgrams on the latter date. Table 4 indicates the estimated effect of the various follow-ups on response and the cost of each procedure. Care should be exercised in appraising these items as true effectiveness is difficult to pinpoint precisely and the cumulative effect

Table 3

Mail Returns and Response Rate

Date	Action Taken	Number Mailed	Elapsed Days	Questionnaires Received	Cumulative Total [1/]	Response Rate
October 7	Questionnaire mailout	21,712	--	--	--	--
October 14	Questionnaire mailout	323	--	--	--	--
October 16	Thank You/Reminder Postcard	21,712	9	2,009	2,009	9.11
October 30	First prompting postcard and mailgram	13,660	23	7,414	9,423	42.75
November 13	Second questionnaire mailout	9,768	37	2,273	11,696	53.07
November 18	Second prompting postcard and mailgram	9,468	42	350	12,046	54.66
December 3	Prompting Blue Flier	7,563	57	1,610	13,656	61.96
December 11	Prompting mailgrams	6,597	65	378	14,034	63.68
January 2	---	--	87	884	14,918	67.70
February 3	---	--	114	222	15,140	68.70
March 3	---	--	139	41	15,181	68.89
April 1	---	--	167	12	15,193	68.94
May 1	---	--	198	4	15,197	68.96

[1/] Cumulative totals do not reflect 60 duplicate questionnaires which were logged in as received but subsequently removed in the edit process.

Table 4

Estimated Effect and Cost of the Prompting Actions

Item	1 # of Mailouts	2 Estimated Direct Cost Per Item	3 Total Cost	4 # of Returns	5 Cost Per Return	6 Response Rate (4÷1)	7 Cumulative Response (Total Returns ÷ 22,035)
1. First Questionnaire Mailout	22,035	$ 1.10	NA[1/]	NA	NA	NA	NA
2. Thank you/Reminder Postcard	21,712	.20	NA	NA	NA	NA	9,955 - 45%
3. First Prompting Postcard	7,305	.20	$1,461	881	$1.66	12%	12,046 - 55%
4. First Prompting Mailgram	6,354	1.00	6,354	1,175	5.41	18%	
5. Second Questionnaire Mailout	9,768	1.10	10,745	627	17.14	6%	12,673 - 58%
6. Second Prompting Postcard	4,548	.20	910	498	1.83	11%	13,861 - 63%
7. Second Prompting Mailgram	4,920	1.00	4,920	672	7.32	14%	
8. Blue Flier	7,563	.25	1,891	430	4.40	6%	4,291 - 65%
9. Final Mailgram	6,597	1.00	6,597	906[2/]	7.28	14%	15,197 - 69%

1/ NA = Not applicable

2/ The number of responses credited to the "final mailgram" includes all responses received from December 16 through May 1. An undetermined number of these respondents are sample members who returned to their homes for Christmas and found their questionnaire waiting there.

of several mailings cannot be measured accurately. The response rates shown in Table 4 were computed by assuming that the returns from any given follow-up would commence five days after the action was initiated and would continue until five days after the next follow-up action. Based on the information available, it appears reasonable to assume that the type and number of follow-ups utilized were effective and have resulted in a relatively high response to the mail effort.

As in the First Follow-Up, the bulk of responses to mail requests was received in the first eight weeks after the initial questionnaire mailout. At the end of the November-December 1974 reporting period, a total of 14,702 questionnaires had been received. This is a 67 percent return of the total questionnaire mailout, substantially above the 60 percent return for the same number of elapsed days for the First Follow-Up.

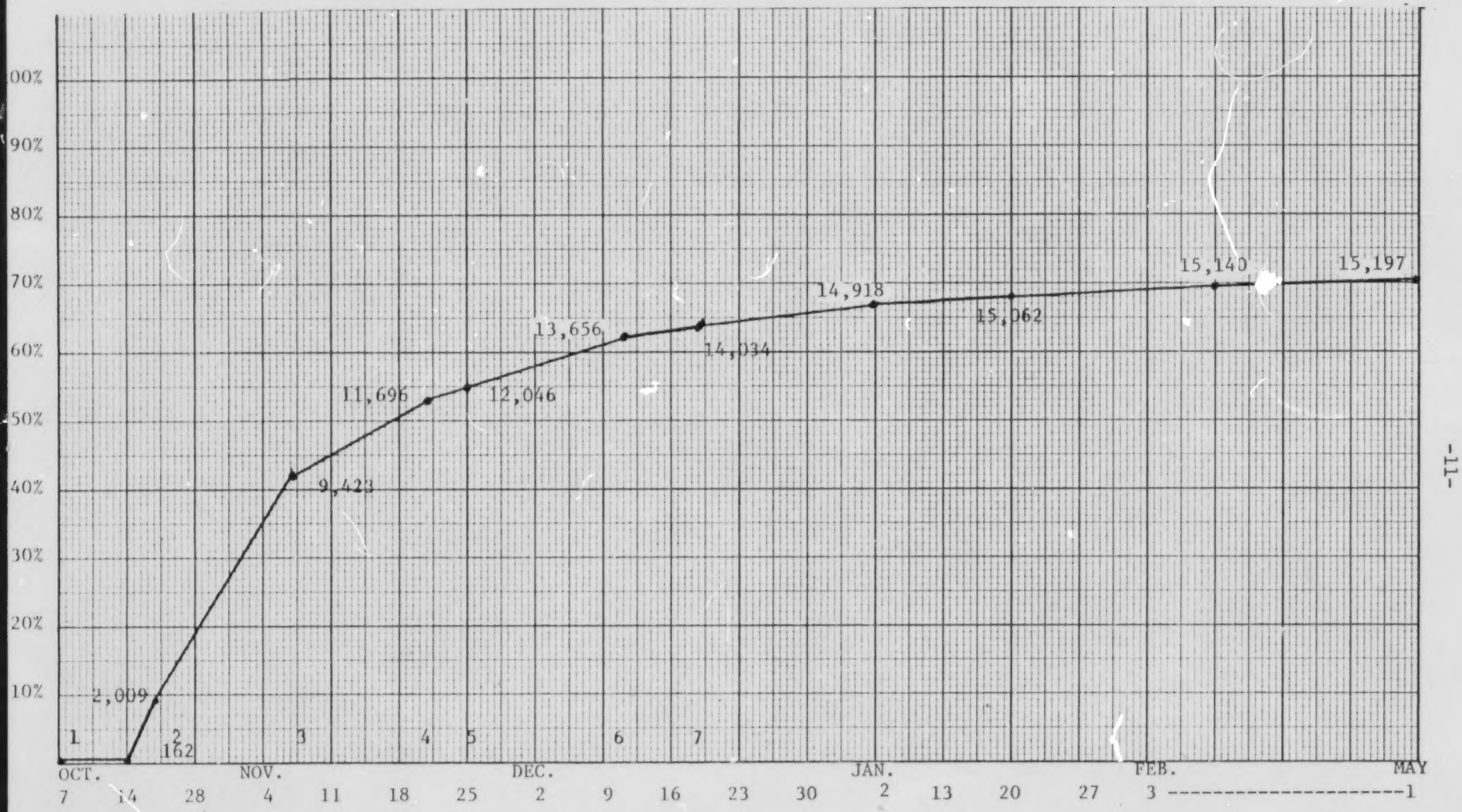
Tables 5 and 6 show the response rate over time for mail questionnaires and field interview questionnaires. The mail response rate began leveling off after a period of two months; the bulk of the field interviewing was completed by the end of March. Table 7 gives a breakdown of total response rate (including mail and field interviews) by sex, race, socioeconomic status, schooling, and employment and military status. As in the First Follow-Up, the response rate was higher for females (94.42%) than males (92.44%) and for whites (95.04%) than blacks (92.28%).

III. TRACING ACTIVITIES

Activities of the Telephone Tracing Department during the Second Follow-Up are summarized in Table 8. Tracing activities began in the late part of July 1974 with the 1,279 sample members who did not respond to the

Table 5

NLS RESPONSE RATE CHART (MAIL)



1 - 1st Questionnaire Mailout
2 - Thank You/Reminder Postcards
3 - Prompting Postcards/Mailgram
4 - 2nd Questionnaire Mailout
5 - Prompting Postcards/Mailgram
6 - Prompting Blue Flier
7 - Prompting Mailgram

Table 6

NLS RESPONSE RATE TIME CHART (FIELD INTERVIEW)

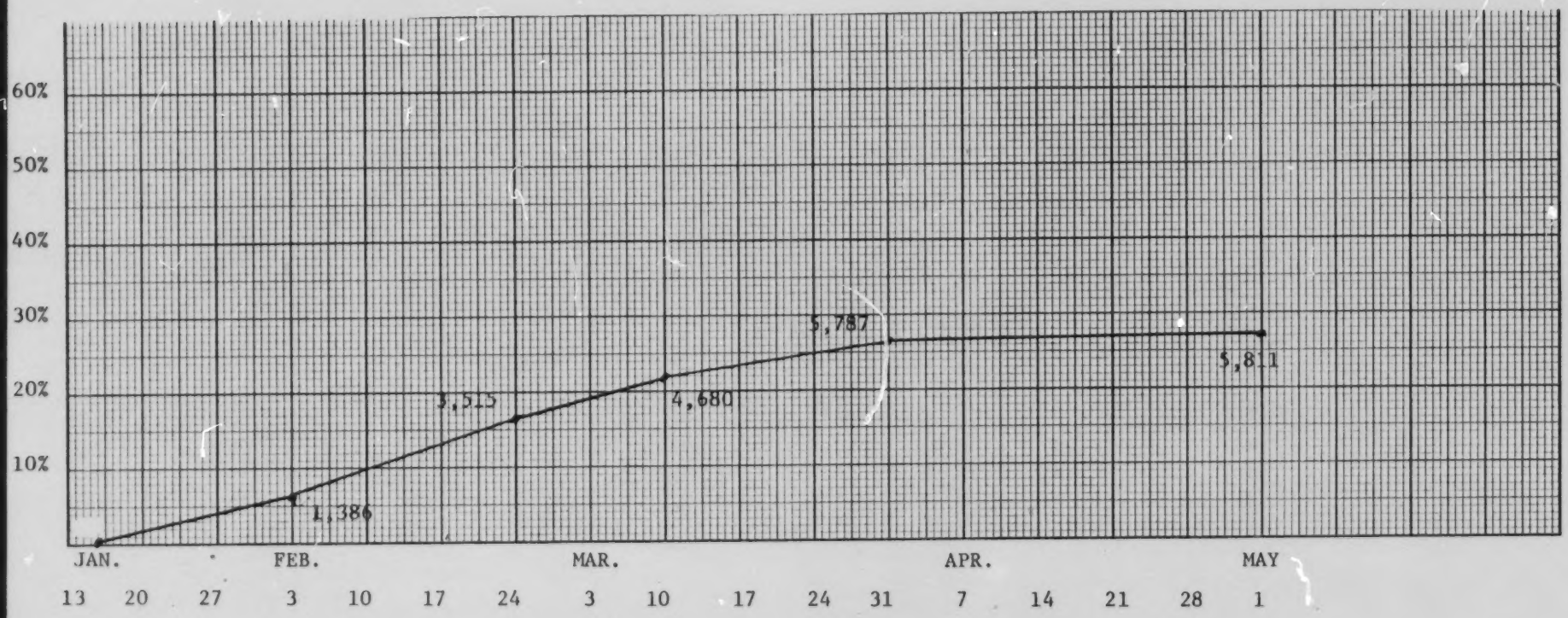


Table 7

OTHER RESPONSE RATE VARIABLES

Variable	Number In Sample	Number Responding	Response Rate
Sex:			
Male	11,014	10,181	92.44
Female	11,221	10,595	94.42
Unclassified*	128	88	68.75
Race:			
Black	2,862	2,641	92.28
White	15,689	14,911	95.04
SP-AM	900	835	92.78
All Other	2,912	2,477	85.06
Socio-Economic Status:			
Low	6,651	6,244	93.88
Medium	9,933	9,407	94.70
High	4,779	4,566	95.54
Unclassified*	1,000	647	64.70
Activity State 1: Enrolled in School - 1973			
Yes	9,515	9,167	96.34
No	11,760	11,019	93.70
No FFU	1,011	648	64.09
Unclassified*	77	30	38.96
Activity State 2: Type of School - 1973			
Vocational-Technical	1,129	1,078	95.48
2 Year College	2,654	2,533	95.44
4 Year College	5,645	5,475	96.99
Other	157	132	84.08
No FFU	1,011	648	64.09
Unclassified*	11,767	10,998	93.46

Table 7 (Continued)

Variable	Number In Sample	Number Responding	Response Rate
Activity State 3: Enrollment Status - 1973			
Full -time Student	8,410	8,138	96.77
Part-time Student	1,002	946	94.41
No FFU	1,011	648	64.09
Unclassified*	11,940	11,132	93.23
Activity State 4: Employed - 1973			
Yes	13,440	12,747	94.84
No	7,791	7,408	95.08
No FFU	1,011	648	64.09
Unclassified*	121	61	50.41
Activity State 5: Employment Status - 1973			
Working Full-time	9,349	8,809	94.22
Working Part-time	3,911	3,788	96.86
No FFU	1,011	648	64.09
Unclassified*	8,092	7,619	94.15
Activity State 6: Homemaker - 1973			
Yes	1,015	973	95.86
No	5,657	5,409	95.62
No FFU	1,011	648	64.09
Unclassified*	14,680	13,834	94.24
Activity State 7: Looking for Work - 1973			
Yes	1,513	1,445	95.51
No	5,618	5,369	95.57
No FFU	1,011	648	64.09
Unclassified *	14,221	13,402	94.24

Table 7 (Continued)

Variable	Number In Sample	Number Responding	Response Rate
Activity State 8: Military Status - 1973			
Yes	748	660	88.24
No	20,188	19,243	95.32
No FFU	1,011	648	64.09
Unclassified *	416	313	75.24

*Unclassified includes sample members for whom this information was not available.

Table 8

Tracing Department Activities

Task	Cases Successfully Completed	Unable to Contact	Removed from Active File[1]	Hours	Average Hours Per Case	Chargeable Telephone Calls	Average Calls Per Case
Undeliverable ID/COA	681	21	9	722	1.0	2,625	2.8
Nonrespondents to First Follow-Up	883	170	226	1,217	1.05	3,352	2.9
Undeliverable Newsletters	873[2]	24	14	776	.85	1,725	1.9
Undeliverable Questionnaires	848	118	23	559	.57	2,091	2.1
Undeliverable Letters to Alternate Sample Members[3]	2	13	1	16	1.0	65	4.0
Totals	3,287	346	273	3,290	.84	9,258	23.7

Address obtained or verified	3,287	84%
Unable to contact	346	9%
Removed from active file	273	7%
Total	3,906	100%

[1] 273 cases were removed from the active mailing file because of refusals, duplicate IDs, deaths, and mentally or physically handicapped sample members.

[2] 6 undeliverable newsletters were received after the questionnaire mailout and were not traced.

[3] This group includes 329 students who were selected as alternates in the base year study but had not been participants since. They were sent letters advising that the field interviewing staff would contact them.

First Follow-Up phase of the NLS. Of these, 883 cases (69 percent) were successfully traced. Tracing began in early August on the 911 undeliverable newsletter returns, of which 873 (96 percent) were successfully traced. Work began on tracing returned undeliverable Second Follow-Up questionnaires in mid-October, and 848 out of 989 cases (86 percent) were successfully traced. As shown in Table 8, a total of 3,906 cases were traced during the Second Follow-up; 3,287 cases (84 percent) were traced successfully; no address was obtained for 346 cases (9 percent); and 273 cases (7 percent) were removed from the active file due to refusals, duplicate ID's, deaths, and mental or physical handicaps.

Another major responsibility of the Telephone Tracing Department was that of telephone follow-up on fail-edit questionnaires, both from mail and field returns. Specially trained telephone operators, working in two shifts, were responsible for contacting sample members and clarifying discrepancies, omissions, or inconsistencies in the body of the questionnaire. A breakdown of telephone completion of the 7,236 questionnaires that failed edit is shown in Table 9. Of these the telephone tracing staff was able to obtain responses for all key items in 6,788 cases. In addition, they were able to obtain partial information (one or more key items not obtained) on 20 cases. An additional 387 sample members could not be contacted, and 41 respondents who were contacted refused further participation in the study.

The Telephone Tracing Department was also actively involved in resolving problems in data obtained in the reliability study (see Section V), which required that 600 selected respondents complete Reliability (Short Form) Questionnaires.

Overall telephone tracing and error resolution activities for the Second Follow-Up were improved over the First Follow-Up. This improvement can be attributed to three major factors: 1) experienced project personnel, 2) refined tracing and fail-edit procedures, and 3) having better tracing information on file. The average number of operator hours per case decreased from 1.01 for the First Follow-Up to .6 for the Second Follow-Up. Total chargeable calls per case also decreased to 2.17 from 3.43.

IV. FIELD INTERVIEWS

This task involved attempting to locate and interview nonrespondents to the mail phase of the Second Follow-Up Survey. The fieldwork took place during January through March of 1975, but major preparatory work for this task began four months prior to the data collection period.

The first major activity was an NLS briefing of 12 RTI off-site field supervisors. This overview was part of a general training session they attended at RTI from September 19 through September 25, 1974. Some of the topics relating to NLS included the purpose and history of the study, an overview of RTI's data collection plans for the field interview phase, and a review of specific field procedures used by RTI in its studies.

A projection of interviewer staff requirements was made, based upon the number and distribution of nonrespondents to the First Follow-Up mail

Table 9

Telephone Completion of Questionnaires
That Failed Edit Specifications

	Number	%	Chargeable Calls	Average Calls Per Case
Questionnaires for which all key items completed	6,788	93.8%	13,777	2.3
Questionnaires for which partial information completed (one or more key items not obtained)	20	0.3%	31	1.6
Unable to contact respondent	387	5.3%	1,050	2.7
Number of respondents who completed the questionnaire but refused further participation in the study	41	0.6%	97	2.4
Total	7,236	100.0%	14,955	2.1

Total hours charged = 3,445 hours

Average hours per case = .47 hours

survey. A schedule of recruiting visits for interviewers was prepared for each field supervisor. It appeared that about 170 to 175 field interviewers would be required for assignment in accordance with the geographic pattern of nonresponse. Immediately after the September briefing sessions, the field supervisors began recruiting within their respective geographic areas. Recruiting activities continued through November in preparation for the commencement of the interviewer training sessions on December 2. Anticipated recruiting needs were continually monitored during this period by central office staff, using projections of interviewer requirements based upon nonresponse to the mail phase of the survey. Adjustments to the field supervisors' recruiting schedules were made as necessary.

A particularly significant event was a meeting at the Bureau of the Census on October 17, in which key NCES, RTI, and Census Bureau staff members reviewed RTI's plans for conducting the field interview phase of the Second Follow-Up. The basic purpose of this meeting was to apply to Second Follow-Up lessons learned from the experiences of the Bureau of the Census in First Follow-Up. The Census representatives made a number of comments and suggestions which RTI used in finalizing field data collection procedures.

Supervisor and interviewer field training was conducted during the first three weeks in December. In preparation for training, RTI central staff developed (and NCES reviewed) a Field Interviewer's NLS manual and a Field Supervisor's NLS Manual, copies of which were later provided to NCES. Interviewer training was based on these manuals, and a self-study questionnaire was also developed and used as a training aid.

In addition to these materials, all forms, materials, and supplies necessary for training and conduct of the fieldwork were procured and distributed to the field staff.

A total of 175 interviewers was trained. Training was conducted for the 12 supervisors and 175 interviewers during the weeks of December 2, 9, and 16. There were 12 supervisor/interviewer training sessions; four each week during the three-week training session period. With few exceptions, the interviewers for each supervisor's area were trained as a group at a centrally located site within the area. The schedule of supervisor/interviewer training sessions is shown in Table 10.

Each field supervisor attended an informal briefing session with the visiting RTI central staff member on the Monday prior to the interviewer training session. All supervisory field procedures and interviewer training procedures were covered during this briefing. The interviewer sessions lasted from 9:00 a.m. to 4:00 p.m. on Tuesday and from 8:30 a.m. to 4:00 p.m. on Wednesday. Each session was conducted under the direction of an RTI central staff member, with assistance from the field supervisor for the area involved. Both the Field Interviewer's NLS Manual and the Field Interviewer's General Manual, which covers general topics applicable to any RTI interviewing assignment, were reviewed in class. Special emphasis was placed on questionnaire administration, including both instructor demonstration and classroom practice. Interviewers were also asked to complete the self-study questionnaire after class on Tuesday. Each interviewer's completed questionnaire was reviewed by the RTI central staff member in charge, and these questionnaires were then returned and reviewed as a group in class on Wednesday morning.

Table 10

Schedule of Supervisor/Interviewer Training

	December 2-4	December 9-11	December 16-18
Location:	New York City	San Francisco	Pittsburgh
No. of Interviewers:	8	16	13
Location:	Nashville	Boston	Chicago
No. of Interviewers:	13	16	18
Location:	St. Louis	Detroit	Los Angeles
No. of Interviewers:	12	11	14
Location:	Philadelphia	Houston	Atlanta
No. of Interviewers:	14	17	23

Second Follow-Up Questionnaires to be used in fieldwork were bound with an extra cover which provided space for information needed by interviewers and supervisors. During the week of December 16 these questionnaires for field interview cases were labeled, sorted by field supervisor area, and shipped to the supervisors for sorting and assignment to interviewers. After deleting "late mail return" questionnaires received at RTI through December 27, field interview cases totaled 6,756. All but one of the 12 field supervisors had completed sorting and assignment and had mailed or delivered their initial assignments to their interviewers by December 31, 1974. The twelfth supervisor, who was on vacation during late December, completed her initial assignments by January 8, 1975.

Questionnaires for 228 sample members who were believed to be stationed abroad in the military or living outside of the coterminous United States were not immediately assigned to the field supervisors. Since 36 of these cases had Hawaii addresses, it was decided to recruit an interviewer there to work these cases. The remaining 192 cases were routed to RTI's Telephone Tracing Department for address verification via telephone contacts with parents and other tracing sources. Through this process new U. S. addresses were obtained for 75 sample members. The RTI tracing operators administered the Second Follow-Up Questionnaire to 21 of these sample members over the telephone; the other 54 cases were mailed to the appropriate field supervisor for field follow-up.

The data collection activities of the interviewers were closely supervised by their field supervisors. The supervisors normally had weekly telephone contact with each of their interviewers. In addition, the

supervisors visited each of their interviewers at least once, and in many cases, twice or more during the reporting period to monitor performance first-hand. Other principal activities of the supervisors during the data collection period included:

- recruiting and training replacement or additional interviewers, as necessary;
- reviewing the status of each active case and assisting interviewers with difficult cases;
- editing and approving completed questionnaires and shipping them to RTI;
- contacting respondents to verify each interviewer's fieldwork;
- handling the reassignment of cases between interviewers within the same area and initiating the transfer of cases to another supervisor's area;
- maintaining records on the handling and status of each case; and
- reporting to RTI on a bi-weekly basis the status of each interviewer's fieldwork.

During the field data collection period RTI central staff members were primarily concerned with monitoring the progress of the fieldwork and overall supervision of the data collection activities of the supervisors and interviewers. The bi-weekly fieldwork status reports made by the supervisors to RTI were carefully analyzed by central staff in order to evaluate the progress of the fieldwork and to anticipate problems. Based upon these reports RTI

central staff modified field procedures as appropriate and advised the supervisors on data collection problems. In addition, central staff members visited each of the supervisors at least once during the fieldwork period to monitor their performance first-hand.

In January, 328 questionnaires for base-year "extras" were sent to the field for follow-up. These were respondents from back-up sample schools in the base-year study who had not been included in the First Follow-Up Survey or in the questionnaire mailout for the Second Follow-Up Survey. It was decided, however, to include them in the field interview phase of the Second Follow-Up Survey.

Data collection was completed in early April. The results of the field interview phase of the Second Follow-Up Survey are summarized in Table 11. This table shows summary results for base-year "extras," no-address cases, and regular cases. For each type of case the table shows two response rates: the "overall" response rate was computed as the percentage of all completed cases interviewed, while the "chargeable" response rate excludes the nonchargeable noninterviews from this computation.

As the table indicates, RTI was successful in obtaining interviews with 293 of the 328 base-year-extra cases assigned, for an overall response rate for this group of 89.3 percent. Excluding the 12 cases which were designated as "nonchargeable noninterviews," the chargeable response rate for the base-year-extra cases was 92.7 percent.

The no-address cases were those whose questionnaires were returned to RTI by the postal service as undeliverable, and RTI's Telephone Tracing Department was unable to determine the sample member's address. It was

Table 11

RESULTS OF FIELD INTERVIEW PHASE OF NLS SECOND FOLLOW-UP SURVEY

	Regular	Base-Year "Extras"	No Address Cases*	Total
Cases Assigned**	6,381	328	118	6,827
Interviewed				
Interviewed in Person	4,209	250	58	4,517
Interviewed via Phone	1,233	43	18	1,294
Total Interviewed	5,442	293	76	5,811
Chargeable Noninterviews				
Refused	319	6	2	327
Unable to Contact	314	17	33	364
Total Chargeable Non-interviews	633	23	35	691
Percent of Assigned Cases	9.9%	7.2%	29.7%	10.1%
Nonchargeable Noninterviews				
Out of Country	256	9	6	271
Deceased	2	1	0	3
Institutionalized	9	1	0	10
Handicapped	7	1	0	8
Phone Case--No Phone	31	0	1	32
Phone Case--Unlisted Number	1	0	0	1
*Total Nonchargeable Noninterviews	306	12	7	325
Percent of Assigned Cases	4.1%	3.7%	5.9%	4.8%
Response Rate				
Overall (Percent of Completed Cases Interviewed)	85.3%	89.3%	64.4%	85.1%
Chargeable***	89.6%	92.7%	68.5%	89.4%

*These were cases returned to RTI by the Postal Service as undeliverable and RTI's Telephone Tracing Department was unable to determine the sample member's address.

**After deletion of late mail returns.

***Nonchargeable noninterview cases were excluded in computing the chargeable response rate.

decided to send these cases to the field in an effort to have them located by the field interviewer. The field staff was successful in locating and interviewing 76 of the 118 cases in this category, for an overall response rate of 64.4 percent. Excluding nonchargeable noninterviews, the chargeable response rate for no-address cases was 68.5 percent.

As the table indicates, the 6,381 regular cases, 5,442 were interviewed, for an overall response rate of 85.3 percent and a chargeable response rate of 89.6 percent. The combined results for all three types of cases are also summarized on the table. Of a total of 6,827 field interview cases (after deletion of late mail returns), 5,811 were interviewed, for an overall field response rate of 85.1 percent and a chargeable field response rate of 89.4 percent.

Two types of field interview cases required the field staff to follow special procedures in order to obtain additional data from the sample members involved. These were the reliability study cases and the activity state cases previously mentioned. With regard to the former, the interviewers were instructed to administer the Second Follow-Up questionnaire in person (rather than on the telephone) whenever possible. After the initial interview, the interviewer had to visit the respondent again not less than two weeks nor more than four weeks later to administer the reliability questionnaire in person. Of the 174 reliability cases sent to the field, 139 respondents completed the Second Follow-Up questionnaire in a personal interview.* Of these, 133 (96 percent) also completed the reliability questionnaire in person during the specified time period.

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*Seventeen additional Second Follow-Up questionnaires were administered to reliability respondents via telephone. No reliability follow-up was made with these respondents.

As noted earlier, the special Activity State Survey involved certain First Follow-Up respondents whose activity state information was missing from their First Follow-Up questionnaire. In spite of the problems of having to recontact those respondents who had already been interviewed for Second Follow-Up when the special Supplementary Information questionnaires were received in the field, 1,243 (78.6 percent) of the sample members completed these questionnaires.

V. RELIABILITY STUDY

This study was conducted concurrently with the main study in order to evaluate the reliability of responses to some critical questionnaire items. This was accomplished by obtaining responses to these key items from the same respondents at two close points in time. A validity study was also planned initially; however, it was decided not to attempt to obtain validity data because of the potential for resentment and misunderstanding on the part of respondents and their parents.

A random subsample of 600 NLS sample members was selected for the reliability study prior to the October 7 questionnaire mailout. A shortened form of the questionnaire, containing 17 items from the long form, was also developed. The short form was used to obtain reliability data in a second contact with subsample members who completed the long form.

Reliability respondents who returned the long form by mail were mailed the short form two weeks later. If the latter was not returned within two weeks (four weeks from receipt at RTI of the long form), an attempt was made by the Telephone Tracing Department to call the respondent and encourage him

to complete and return it. As noted in Section IV, the short form was also administered via a personal interview to subsample members who did not return the long form by mail but who were subsequently interviewed in person. After the initial interview, the interviewer attempted to visit the respondent again not less than two weeks nor more than four weeks later to administer the short form.

The results of the reliability study data collection activity are summarized in Table 12. As indicated by this table, 462 subsample members completed both the long and short forms, for a response rate of 77 percent.

Of the 462 short forms received, 290 (63 percent) passed edit and 172 (37 percent) failed edit. A coding manual for the reliability study was developed and data obtained from both the long and short forms were coded and entered onto a data analysis file.

VI. DATA EDIT AND PROCESSING

Initial work was begun on defining the editing and coding instructions in August, with special emphasis placed on the coding instructions due to the importance of having these programmed for data entry terminals before questionnaires were returned in substantial numbers. Shortly thereafter, a draft coding manual was prepared for submission to NCES for approval. Constant liaison was maintained with the First Follow-Up analysis and data handling teams so that problems which were uncovered in the First Follow-Up would not be repeated in Second Follow-Up. In general these related to multiple response resolutions, inconsistencies in responses, missing data, and occasional out-of-range or bad data entries.

Table 12

Reliability Study Final Data Collection Status

	Long Form (SFU) Questionnaire	Short Form (Reliability) Questionnaire
Questionnaires received by mail	399	329
Questionnaires completed by field interview	139	133
Questionnaires completed by telephone	17*	--
Total number of respondents	555	462
Refusals	31**	50
Nonrespondents	--	72
Unable to contact	8	10
Out of the country	5	5
Physically or mentally handicapped	1	1
Total sample size	600	600
Response rate	92.5%	77.0%

*These sample members refused to be interviewed by the field interviewer, but later agreed to answer "key" questions via telephone.

**Nineteen of these sample members had refused to participate further in the study before the SFU mailout.

Programming for the data entry process started on September 18 and was completed by mid-October. A formal training session of nine data entry terminal operators (this was later increased to 11 operators) and 2 supervisors was held at RTI on October 28 for the purpose of instructing them on the procedures of data entry using the approved program coding manual.

Detailed procedures for in-house handling and receipt control of questionnaires were developed during September, and they were presented to and discussed with NCES on October 10. This document contained a set of standard operating procedures with step by step details on how all incoming Second Follow-Up mail would be handled at RTI. In addition to a flow chart, all forms necessary to process and keep track of the various pieces of mail were included. Every effort was made to insure that Second Follow-Up mail would not be mixed up with regular RTI mail, including uniquely designed envelopes and a different post office box for mail receipt. The general procedure was as follows: Incoming mail was routed directly to a check-in station, at which point it was sorted, batched, counted and routed to a pre-machine edit station. On completion of these edits, the pass-edit documents were sent to the data entry section while the fail-edit documents were sent to the Telephone Tracing Department for follow-up action. When telephone follow-up had been completed, those documents were again sent to the pre-machine edit section for verification, and then they went to the data entry section. After data entry all documents were placed in temporary storage and subsequently transferred to the microfilm section where, after

filming, they were boxed for semi-permanent storage until a final disposition is directed by NCES.

The general orientation of the pre-machine edit effort for the Second Follow-Up was decided upon by RTI early in September and presented to NCES on September 10. In general, this involved an extensive set (58 items) of consistency cross-checks on key questions and supporting items, with a view to making prompt telephone contact with the respondent to clarify any ambiguities and inconsistencies and to secure missing data. This procedure was developed to reduce to a minimum later machine imputations of key data. After a number of revisions, the final version of pre-machine edit checks was sent to NCES on October 23.

During the period October 14-18, formal pre-machine edit training sessions were held for 8 editors and 1 supervisor. Practice and discussion at these training sessions involved the examination of editing techniques for the 58 key and supporting questions and the numerical coding required for school names, fields of study, occupations, and military service items. The resolution of selected multiple response items and the processing of edited batches were also covered.

Another major area of activity during the months of September and October was the design and operationalization of the automated survey support system for Second Follow-Up mailout and follow-up events. Event codes for that system were defined and finalized; these codes and the list of demographic variables for monitoring nonrespondents were presented to NCES in September for information and consideration; and daily status reports began one week after the October 7 questionnaire mailout. The

implementation of this control system made it possible to determine the status of any sample member as well as information about the sample as a whole.

From October through April, mail and field interview questionnaires were processed through the system. By late April, the data entry operators had processed 20,852 questionnaires - an overall production rate of 4.2 questionnaires per hour per operator at an error rate of less than .3 percent.* There was 100 percent verification of the 58 key questions by supervisory personnel during the course of the study with errors being corrected prior to transmission. After transmission, a further quality control check was made by taking a three percent sample of questionnaires transmitted and re-keying them twice, once by the day shift and once by the evening shift. The keystroke error rate for this check was also less than .3 percent. Data entry production and transmission rates, early suspected as potential problems, increased rapidly with the use of additional terminals and operators. Keying was completed only 6 days behind schedule (from a date established in September 1974) and transmission to local computing facilities was completed in early May.

Table 13 shows pre-machine editing results for both mail and personal interview questionnaires. Slightly over 41 percent of the questionnaires received by mail failed edit as compared to a 28 percent fail-edit rate for the First Follow-Up. This increase is largely due to the increase in key questions from 27 in the First Follow-Up to 58 in the Second. As previously noted, over 94 percent of the fail-edit questionnaires were corrected by the

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*A report describing quality control procedures and results is currently being prepared and will be submitted to NCES upon completion.

Table 13

Pre-Machine Editing

Mail Response

	Number	%
Passed edit	8,728	57.2%
Failed edit	6,315	41.4
Duplicate questionnaires removed from the edit process	60	0.4
Other questionnaires removed from the edit process (blanks, ineligible respondents, etc.)	154	1.0
Total	15,257	100.0%

Personal Interviews

	Number	%
Passed edit	4,890	83.5%
Failed edit	921	15.7%
Duplicate questionnaires removed from the edit process	44	0.8%
Total	5,855	100.0%

Telephone Tracing Department. Questionnaires obtained by personal interviews failed edit at a 15.7 percent rate. These too were corrected by telephone contact with the respondent. The primary reason for these fail-edit cases was confusion, both on the part of the interviewers and the respondents, in regard to consistently reporting activity status information.

VII. RECOMMENDATIONS

Given the high mail and overall response rates obtained in the Second Follow-Up and the high quality of the data processing activities it does not appear that major changes in the operation are demanded. A review of the results of the newsletter survey mentioned in Section II of this report would seem to indicate that a newsletter mailout this fall to NLS sample members would be in order. There are also some minor refinements in the mail data collection procedures that can be implemented in Third Follow-Up to improve mail response and consequently lower costs.

One of these changes relates to the problem of participating sample members who continue to receive mail at the home of their parents when they in fact live elsewhere. We propose to review our name and address file and, in those cases where both the parent and the sample member's address is identical, send a lead letter to the parent requesting that they advise us of the correct address of their child (if different from theirs) and, where necessary, forward the questionnaire. This action should improve our address file data and increase the mail response rate.

We also propose that in the Third Follow-Up the initial questionnaire mailout be sent via air mail and the second questionnaire mailout via certified mail, rather than vice versa. We would also suggest a slightly more extensive use of mailgrams. These changes would not appreciably affect costs but would likely further improve the response rate. A tentative schedule for the mail phase of the Third Follow-Up is shown in Table 14.

Table 14

Proposed Third Follow Up Mail Schedule

Date	Type of Mailing
14 July 1976	Newsletter mailout
15 September 1976	Lead letter to parents with same address as sample member
29 September 1976	Lead letter to all sample members
6 October 1976	Questionnaire - Air Mail
13 October 1976	Thank You/Reminder Postcard mailed to all sample members
27 October 1976	Prompting postcard to all nonrespondents
10 November 1976	Second questionnaire via certified mail to all nonrespondents
17 November 1976	Prompting mailgram to all nonrespondents
1 December 1976	Blue flier type mailing to all nonrespondents
8 December 1976	Final mailgram to all nonrespondents
10 January 1977	Commence field interviewing activities

ATTACHMENT A

SECOND FOLLOW-UP MATERIALS

ATTACHMENT A

SECOND FOLLOW-UP MATERIALS

EXHIBIT	ITEM
1	Newsletter
2	Newsletter transmittal letter to sample members living outside of the U. S.
3	Parent letter
4	Lead letter
5	Questionnaire transmittal letter (initial mailout)
6	Questionnaire
7	Questionnaire transmittal letter to sample members living outside of the U. S.
8	Thank you/reminder postcard
9	Thank you letter to respondents to the mail phase of the survey
10	First prompting postcard
11	First prompting mailgram
12	Questionnaire transmittal letter (second mailout)
13	Second prompting postcard
14	Second prompting mailgram
15	Blue flier
16	Final prompting mailgram
17	Reliability study (short form) questionnaire
18	Transmittal letter for reliability study (short form) questionnaire
19	Invitation letter to base-year "extras"
20	Activity state questionnaire

EXHIBIT 1

What's Happening To The Class Of '72?

It's been just over two years since you, a member of the class of '72 left high school.

Remember back in 1971 when you were a rising high school senior? You were full of hopes and aspirations for the future, right?

Many of you wanted to continue your education in college, many did not. Many of you wanted to begin work immediately, many didn't, and some of you weren't really sure of what you wanted and quite possibly you are still uncertain.

Indeed, two years isn't a long time, but many things could have taken place to alter your plans for the future. We would like to know about that. In fact, that's what this message is all about.

Remember last fall? You were sent an Operation Follow-Up Questionnaire to fill out. Again, we would like for the members of the high school class of '72 to tell us just what they are doing today and how close they've come to attaining the hopes and goals they set when they were in the last year of high school.

Since our greatest fears or highest hopes are seldom realized, you are probably finding yourself somewhere in between where you wanted to be at this time in life and where you actually are.

But that's where you can help. Tell us about it, let us know if you've been successful in implementing your blueprint for the future.

In October you will receive one of the nearly 23,000 questionnaires we're sending to 1972 seniors, and by completing this questionnaire you will be playing a role in creating future educational opportunities. This type of information is essential in devising new federal policies and programs of educational opportunity.

Please be sure to return the attached card with your correct address so that you may take part. This is an important study that can lead to significant improvements in the U. S. educational system.

The study that you are participating in, called the National Longitudinal Study of the High School Class of 1972, is sponsored by the United States Office of Education of the Department of Health, Education and Welfare.

A primary objective is to find out from you '72 seniors just what you're doing today.

Granted, it takes time to complete a questionnaire, at least to complete it responsibly, but the information you provide us can be a valuable asset in improving educational and occupational opportunities.

Perhaps when you were in school you didn't have a forum for venting your various opinions about the educational delivery system. Well, this is your chance.

The information you supply will be used in conjunction with similar data gathered from your fellow members of the high school class of '72.

The first survey of the National Longitudinal Study was in the spring of 1972. It involved 17,726 high school seniors in 1,044 public, private, and church-affiliated schools.

The first follow-up survey, conducted in the fall of 1973, included those 1972 graduates plus about 5,000 additional 1972 graduates from 250 additional schools.

The follow-up you are asked to participate in this fall involves about 23,000 1972 seniors, most of whom have participated in this study since its beginning.

What makes this study unique? It is not just another government study. Rather, it is an on-going observation of a group over a long period of time.

The group of about 23,000 is used to represent all students in the class of 1972--all over the country. You are a sample member. If you drop out of the study, you are in effect dropping out hundreds whom you represent.

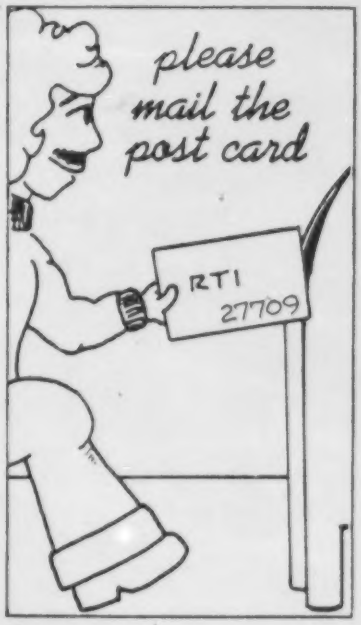
Conducting a study using the same participants is the only way accurate measures of change can be assessed. As you can see, with successive measures the value of the data increases over time.

All data involved in this study are confidential, and your identity will never be published, nor will it be released to anyone other than professional researchers involved with this study.

The National Longitudinal Study of the High School Class of '72 is conducted by the Research Triangle Institute, Research Triangle Park, N. C. 27709

OPERATION FOLLOW-UP

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972
NATIONAL CENTER FOR EDUCATIONAL STATISTICS WASHINGTON, D.C. 20202 JULY 1974



Si, Si Señora, Bells Are Ringing In New York

Mildred Hardy

You probably have never heard of Vicki Holder, but chances are the name Mildred Hardy might ring a bell in your memory bank. In fact, that's what Mildred has been doing for several months now, ringing bells.

Vicki and Mildred are both members of the high school class of 1972, but unlike you, they are not members of the National Longitudinal Study of the High School Class of '72, although both are playing important roles in that ongoing study.

Both girls are employed by Research Triangle Institute, and are working with NLS, as we call it.

Mildred, a 1972 graduate of Rocky Mount high school, Rocky Mount, N. C., is responsible for tracking down many of you study members. She is one of eight telephone operators we've hired for the duration of the study.

The telephone operators work overlapping eight-hour shifts, four to a team, so we're spending 13 hours each day attempting to verify addresses and to make certain the information you have sent us is correctly understood and meets our editing specifications.

Mildred has talked with at least 2,000 of you, sometimes to verify an address, sometimes to clarify some of the information you sent us during our first follow-up.

Mildred thinks her new job has enabled her to make thousands of new friends. "So far I've talked with sample members in each of the 50 states. Calling all over the country is really cool, it involves contact with people, and I have the satisfaction of knowing I'm playing a part in this important study," she said.

Mildred says she actually has made some friends. "I could not locate one sample member, but I did track down her mother in New York. The mother could not speak English well, and I had to call upon my high school Spanish. She gave me a Spanish lesson over the phone and we got along very well. Oh yes, she helped me locate her daughter."

Mildred thinks the National Longitudinal Study of the High School Class of '72 is "fantastic." She said, "I wish I had been chosen to take part in this study. The information being supplied by the former high school students can be used to help schools set up programs for future students. I think that's important. I've never heard of such a study before," she said.

Mildred tells us that those of you whom she's spoken with are reacting favorably to the study. "That's a good indication that young people are interested in the future of secondary education in this country."

Vicki Holder is a 1972 graduate of Southern high school, Durham, N. C.

She now operates a Sycor machine.

What is a Sycor machine?

You probably have seen computer punch cards--such as a paycheck or time card from a large company or registration cards for high school or college classes. Technology has now advanced beyond the punch card. We are handling your completed questionnaires in a new way to reduce errors and to make sure your answers remain what you intended them to be. We are using an

Vicki Holder

"intelligent typewriter" type of direct linkage to the computer. It's called Sycor.

When your completed questionnaire gets to RTI, a skilled young person checks it to make sure it's legible and that we understand all your answers. Then the Sycor operator "keys" your responses right to the computer just as if he or she were using a typewriter. Why is Sycor more accurate?

Well, we've programmed the computer beforehand not to let the Sycor operator make mistakes--your answers get to the machine just as you wrote them! If you've said you work 35 hours a week, the machine won't accept 53, or 85, or any other very different number, because we have programmed it for a 40-hour week maximum. In fact, Sycor "beeps" and tells its operator that such a mistake has been made.

Why is Vicki such an important part of the study? The data that she is working with are responses to items that you supplied to us during the first follow-up.

Vicki sees the National Longitudinal Study of the High School Class of '72 as a valuable study.

"The response rate has been good. To me, this demonstrates that we have a lot of responsible 19 and 20-year-old young people in this country," she said.

Questionnaire Prepared With You In Mind

The questionnaire that you will be receiving early in October at first glance might appear to be a rather forbidding and long document, but it really isn't.

Quite the contrary.

The questions contained in the questionnaire, its physical appearance and design, and the overall production of this document were completed with you in mind.

Its organization makes it easy to understand, and judging from the comments we received from some of your fellow seniors in the high school class of 1972, we think you'll find it straightforward.

That's right, we've already had the questionnaire tested. In fact, it's been tried out by people your own age, people who just two years ago were high school seniors but are not members of the sample taking part in this study.

What are these people doing today? Probably the same thing you're doing. Some of the people who helped us by pretesting this questionnaire are students at schools such as the University of North Carolina and North Carolina Central University, some are working in manufacturing plants and stores, some are just returning from military service, and some are married with families, but overall, those who completed this questionnaire represent a cross section of people your age with similar interests.

Earlier we had the questionnaire pretested in order to get a valid reading of its accuracy. So we set up conditions under which we thought you'd be filling out this questionnaire and asked our volunteers to complete it.

After the trial we took it back to the drawing board and ironed out the spots where our volunteers indicated they encountered some degree of difficulty.

The most significant comments from the young men and women who helped us in the trial runs were that it was too lengthy, that some questions were difficult to answer, and that some perhaps were a bit too personal.

REMEMBER--
Complete The Post Card And Return It

So we revised the questionnaire in a process of continual refinement to make all questions clear and precise and to make certain that all questions are relevant.

Research Triangle Institute, whose professional staff worked with the U. S. Office of Education to develop the questionnaire, started with a basic concept of data needs and ended up with the questions that you will see in October.

But where did the substance of the questions come from?

Most questionnaires represent a committee effort. That is, various people who have interests in obtaining certain types of information are brought together and they collectively decide just what questions are necessary to bring forth the information needed for a particular educational program.

To that end, Research Triangle Institute's educational psychologists, sociologists, economists interested in the costs of higher education, and other professionals working with the National Center for Educational Statistics--about 40 in all--developed the questionnaire you will receive.

This group of specialists from various professional fields originally came up with too many questions and through a long process of elimination, and after pretesting the questionnaire, questions were selectively included for the final questionnaire.

So all in all, a series of rather extensive efforts of highly skilled people went into the composition of this questionnaire.

We hope you'll enjoy working on this questionnaire. It might even help you learn more about yourself.

This zip code map was prepared to record the number of responses we received from various parts of the country.

Research Triangle Park--More than A Zip Code

Former seniors from the class of 1972 are sending their Follow-Up postcards from all 50 states of the U. S. to an address in North Carolina that has its own special post office box and zip number, but is still so new it does not yet appear on most maps outside of the Tarheel state.

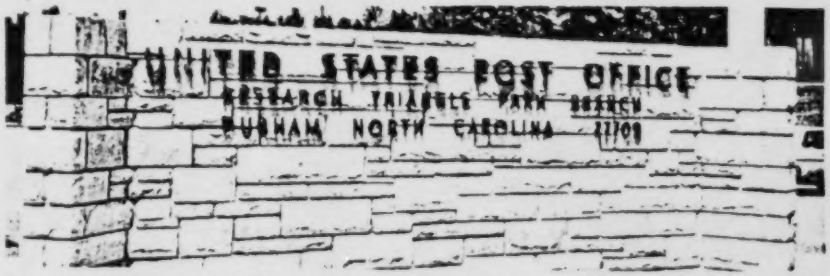
It is the Research Triangle.

Only about 10 years ago it was an all but empty 5,000 acres of clay and scrub pine that was useful mostly for holding three counties together.

Today the Research Triangle is known as one of the world's leading science centers.

The three sides of the Triangle are joined at the campuses of three major universities in three cities. They are the University of North Carolina in Chapel Hill, Duke University in Durham, and North Carolina State University in Raleigh.

At the center of this compact area is the Research Triangle Park, site of about two dozen glistening laboratories and other facilities housing government research agencies and technology-based corporations which now employ more than 10,000 persons in new jobs that did not exist before.



Research Triangle Park has a post office, but it is much more than a zip code.

At the center of the park is the Research Triangle Institute. Established by joint action of the three universities, Research Triangle Institute was created to carry the Research Triangle name and to be the focal point for future growth in the park and throughout the Triangle area.

The Institute employs a permanent, full-time staff of 525. In addition to educational research specialists, the staff includes researchers in chemistry, engineering, economics, biology, statistics, electronics, and the social sciences.

The Institute, or RTI, is a self-supporting nonprofit organization that gains its income by performing scientific research assignments under contract to government and industrial clients.

Government units with projects at RTI include NASA, the Drug Enforcement Agency, Environmental Protection Agency, Department of Transportation, Public Health Service, and the Office of Economic Opportunity. For example, the follow-up survey of 1972 seniors is being conducted by RTI for the U. S. Office of Education.

Operation Follow-Up is huge--RTI is only one of several organizations which have been involved with the high school class of 1972 in this project. Educational Testing Service of Princeton, New Jersey, collected the first questionnaire information when you were still in high school as a senior, RTI conducted the first follow-up last fall, and the U. S. Bureau of the Census individually contacted over 8,000 of you this past winter and spring to collect information by interview.

There are many skilled persons at RTI working on Operation Follow-Up. Psychologists, statisticians, programmers, Sycor operators, secretaries and others are all involved. Perhaps you are in school or training, or already working at a job where your skills could be used on a project like this.

Remember--when you complete your second Operation Follow-Up questionnaire this fall and send it back to RTI, lots of skilled people will work on it to make sure it's handled right.

Research Triangle is more than a post office box and a zip number.

Some 21,000 Answered Follow-Up Call

The questionnaires mailed to you during our first follow-up in October 1973 produced a response rate of 94 percent. This means over 21,000 members of the National Longitudinal Study of the high school class of '72 responded to our call.

By Feb. 1, 1974, the written responses you returned to Research Triangle Institute figured out to a 62 percent response rate--or about 14,000--but when we didn't hear from approximately 8,000 of you we asked for help. We asked the U.S. Bureau of the Census to help us by contact and personal interview.

By the time we contact you with your next newsletter, we'll have all the data tabulated from the first follow-up and we'll be able to tell you how many members of the high school class of '72 are in college, how many are in military service, how many are working, the average salary of those working, and related information.

So you can easily see why your prompt return of the enclosed post card is important. We want to be able to address your questionnaire correctly.

This is another in a series of newsletters you will be receiving during the next two years relating to the National Longitudinal Study of the High School Class of 1972. If this study is to be accurate, we need your help. Please check your address on the attached card, correct it if necessary, and return the card to us as soon as possible.

EXHIBIT 2

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

STATISTICS RESEARCH DIVISION

August 8, 1974

Dear Member of the Class of 1972:

This is another in a series of newsletters you will be receiving during the next two years relating to the National Longitudinal Study of the High School Class of 1972. Please check your address on the enclosed card and correct it if necessary.

So that you may return the card without cost to you we are enclosing a return envelope and International Reply coupons which may be exchanged at your local post office for sufficient postage to air mail the card to us. Although the postcard is already postpaid, you will need to purchase air mail stamps and place them on the return envelope. Then put the postcard in the envelope and mail it to us as soon as possible.

Even though you are not in the United States at this time, your participation in this study is important and your cooperation will be appreciated.

Sincerely,

J. A. Davis
RTI Project Director

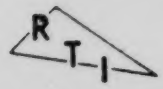
JAD/dd

Enclosures

(919) 549-8311 FROM RALEIGH, DURHAM AND CHAPEL HILL

EXHIBIT 3

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709



September 23, 1974

Dear Parent:

Within about two weeks, your son or daughter will receive the second OPERATION FOLLOW-UP survey questionnaire. We are asking your help to make sure that your son or daughter receives these materials promptly.

It is vital to the quality and usefulness of survey results that sample participants have the opportunity to respond. Therefore, I would appreciate your help in assuring that this questionnaire will be received, completed, and returned to us as soon as possible. Information provided by survey participants will be held in confidence and used only to create statistical summaries from which no individual can be identified.

This study, in which your son or daughter has played a major role since high school, is called the National Longitudinal Study of the High School Class of 1972 and is sponsored by the U.S. Office of Education. It involves twenty-two thousand young adults from all over the United States. Additional information concerning the operational aspects of the study and the Research Triangle Institute may be found in the accompanying Newsletter which was sent to all participants last July.

If your son or daughter is temporarily or permanently away from your home, please forward the questionnaire as soon as it arrives. If you cannot forward the questionnaire, please call and give us his or her present address so that we can mail a set of materials directly. You may call the Research Triangle Institute collect (919) 549-8311 from 8:30 a.m. to 5:00 p.m. (Eastern Daylight Time). Identify yourself as an OPERATION FOLLOW-UP parent.

I appreciate very much your cooperation and assistance in making sure your son or daughter has an opportunity again to participate in OPERATION FOLLOW-UP. If you have any questions about this study please do not hesitate to call me.

Sincerely,

J. A. Davis

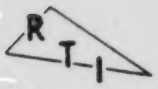
J. A. Davis
RTI Project Director

JAD:mt

Enclosure

EXHIBIT 4

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709



September 30, 1974

Dear Member of the High School Class of 1972:

I hope you found the recent OPERATION FOLLOW-UP Newsletter interesting and informative about the National Longitudinal Study of the High School Class of 1972. This letter is a reminder that in about two weeks you should receive your second OPERATION FOLLOW-UP questionnaire. Like the first, this questionnaire is for you to use in telling us about your activities, experiences, and plans.

If your questionnaire hasn't arrived by 21 October, please call us and we will try again. Call (919) 549-8311 COLLECT, between 8:00 a.m. and 5:00 p.m. (Eastern Daylight Time), identify yourself as an OPERATION FOLLOW-UP participant, and give us your name and current mailing address.

Please take pleasure in knowing that your participation in this project with the U.S. Office of Education is very important. This study should benefit programs affecting the educational and vocational progress of young people. As always, safeguards in the data collection and resulting statistical summaries preserve the anonymity of each participant.

With luck and warmest regards in your future endeavors.

Sincerely,

J. A. Davis

J. A. Davis
RTI Project Director

JAD:mt

(919) 549-8311 FROM RALEIGH, DURHAM AND CHAPEL HILL

EXHIBIT 5

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

October 7, 1974

Dear Member of the High School Class of 1972:

Here is the OPERATION FOLLOW-UP questionnaire that was promised you a couple of weeks ago. Please take a little time and fill out this questionnaire.

OPERATION FOLLOW-UP is based upon a sample of the total population of about three million 1972 high school seniors. You and the other members of OPERATION FOLLOW-UP, therefore, are the voices of all students in the class of '72. Thus, it is important that you complete and return your questionnaire as soon as possible in the enclosed pre-addressed envelope.

Instructions for filling out your questionnaire may be found inside the front cover. Should you have any questions about the study itself or the questionnaire, please write or call me:

Dr. Kenneth A. Tabler
USOE Project Director
National Center for Educational Statistics
U.S. Office of Education
Washington, D. C. 20202
Telephone (202) 245-8766

I appreciate your cooperation. Your help will be a significant contribution to the National Longitudinal Study of the High School Class of 1972.

Sincerely,

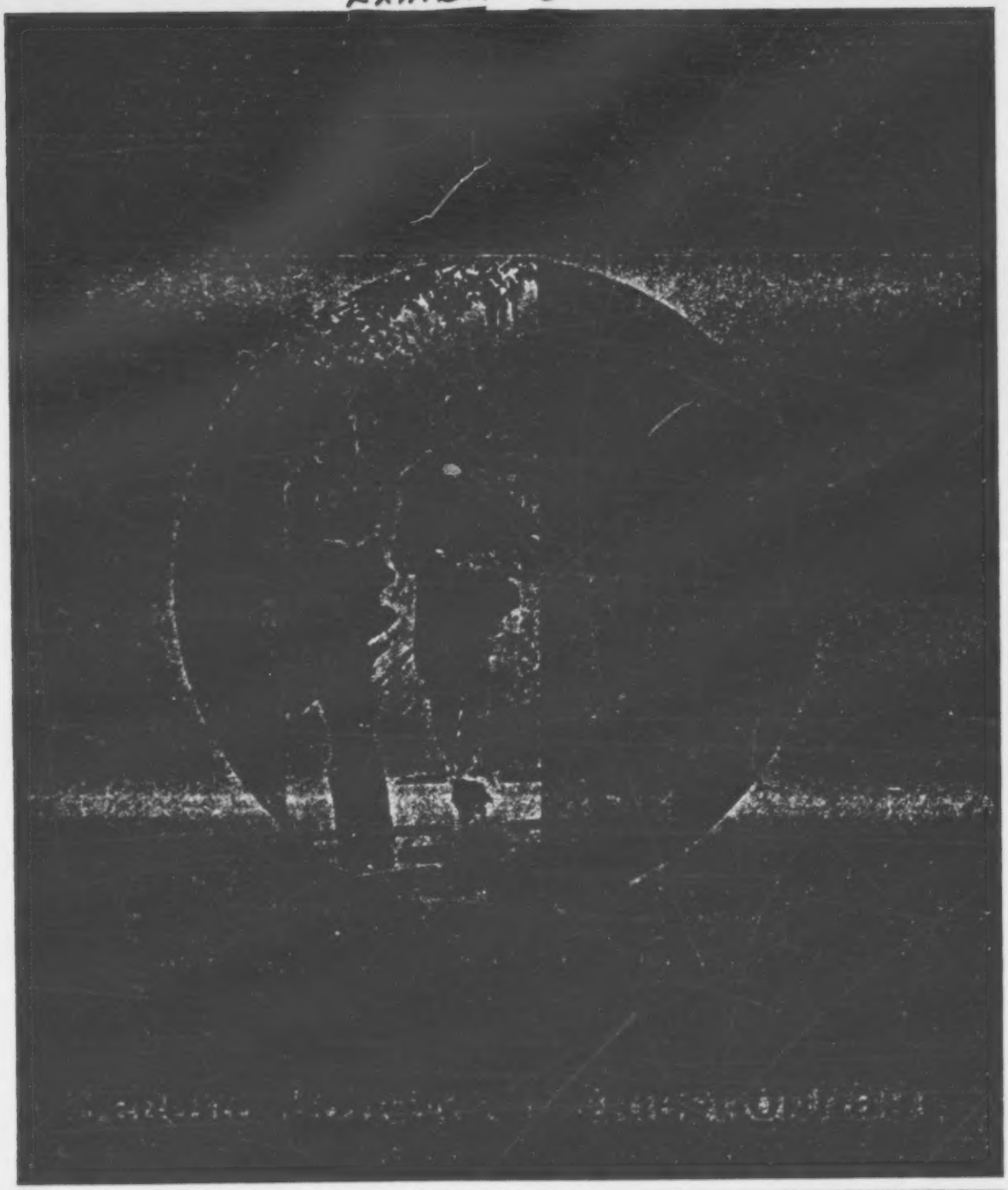
K. A. Tabler

Kenneth A. Tabler
USOE Project Director

KAT/mt

Enclosure

EXHIBIT 6



Prepared for the
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
BY RESEARCH TRIANGLE INSTITUTE □ RESEARCH TRIANGLE PARK, NORTH CAROLINA
FALL 1974

OE FORM 2367-2
MRC 4023

National Center for Educational Statistics
Education Division
Department of Health, Education, and Welfare
Washington, D.C. 20202

DIRECTIONS

This questionnaire is divided into the following seven sections:

A. General Information
B. Education & Training
C. Work Experience
D. Family Status
E. Military Service
F. Activities and Opinions
G. Background Information

Start by answering questions in Section A. You will need to answer the first question in each section, but you may not need to answer all the questions in every section. You may be able to skip most of some sections. We have designed the questionnaire with special instructions in red beside responses which allow you to skip one or more questions. Follow these instructions when they apply to you.

Read carefully each question you answer. It is important that you follow the directions for responding, which are

- **(Circle one.)**
- **(Circle as many as apply.)**
- **(Circle one number on each line.)**

Sometimes you are asked to fill in a blank—in these cases, simply write your response on the line provided. Where you are asked to circle a number, make a heavy circle. Here is an example:

Why did you leave high school?

(Circle one number on each line.)

	My Reasons	Not My Reasons
Graduated	(1)	2
Entered college	1	(2)
Went to work	(1)	2

When you complete this questionnaire, please return it to:

OPERATION FOLLOW-UP
Research Triangle Institute
Post Office Box 12036
Research Triangle Park, North Carolina 27709

A post-paid and pre-addressed envelope is enclosed for your convenience.

Section A: General Information

FACTS ABOUT YOU IN OCTOBER 1974

1. **What were you doing the first week of October 1974?**

(Circle as many as apply.)

Working for pay at a full-time or part-time job 1
Taking academic courses at a two- or four-year college 2
Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) 3
On active duty in the Armed Forces (or service academy) 4
Homemaker 5
Temporary lay-off from work, looking for work, or waiting to report to work 6
Other (describe: _____) 7

2. **How would you describe your living quarters as of the first week of October 1974?**

(Circle one.)

Private house, apartment, or mobile home 1
Dormitory or apartment operated by a school or college 2
Fraternity or sorority house 3
Rooming or boarding house 4
Military service barracks, on board ship, etc. 5
Other (describe: _____) 6

3. **With whom did you live as of the first week of October 1974?**

(Circle one.)

By myself 1
With my parents 2
With my husband or wife 3
With parents and husband or wife 4
With other relatives 5
With person(s) not related to me 6

4. **Which of the following best describes the location of the place where you lived in the first week of October 1974?**

(Circle one.)

In a rural or farming community 1
In a small city or town of fewer than 50,000 people that is not a suburb of a larger place 2
In a medium-sized city (50,000-100,000 people) 3
In a suburb of a medium-sized city 4
In a large city (100,000-500,000 people) 5
In a suburb of a large city 6
In a very large city (over 500,000 people) 7
In a suburb of a very large city 8
A military base or station 9

5. **Is this the SAME city or community where you lived a year ago in October 1973?**

Yes ..... 1 *GO TO Q. 8*
No ..... 2 *GO TO Q. 6*

6. **How far is this from where you lived in October 1973?**

(Circle one.)

Less than 50 miles 1
50 to 99 miles 2
100 to 199 miles 3
200 to 499 miles 4
500 miles or more 5

7. **What was the main reason you moved to the place where you live now?**

(Circle one.)

To find or take a job 1
To go to school 2
To follow my parents or spouse to a new location 3
Other (specify: _____) 4

8. **How do you describe yourself?**

(Circle one.)

American Indian 1
Black or Afro-American or Negro 2
Mexican-American or Chicano 3
Puerto Rican 4
Other Latin-American origin 5
Oriental or Asian-American 6
White or Caucasian 7
Other 8

Section B: Education & Training

This section asks information about your training and education. The emphasis is on your school experiences from October 1973 through October 1974. (Persons in the military service should also answer the questions in this section.)

SCHOOL ATTENDANCE FROM OCTOBER 1973 THROUGH OCTOBER 1974

9. **From October 1973 through October 1974 were you enrolled in or did you take classes at any school like a college or university, service academy or school, business school, trade school, technical institute, vocational school, community college, and so forth?**

No .....1 *GO TO Q. 58, p. 10*
Yes .....2 *GO TO Q. 10* →

10. **Did you attend school in the first week of October 1974?**

No .....1 *GO TO Q. 32, p. 7*
Yes .....2 *GO TO Q. 11*

11. **What is the exact name and location of the school you were attending in the first week of October 1974? (Please print and do not abbreviate.)**

School Name: _____

City: _____ State: _____

12. **What kind of school is this?**

(Circle one.)

Vocational, trade, business, or other career training school 1
Junior or community college (two-year) 2
Four-year college or university 3
Other (describe: _____) 4

13. **Were you attending this school as part of an Armed Forces training program?**

Yes 1
No 2

14. **When did you first attend this school?** _____ (month) _____ (year)

15. **Are you currently attending this school?**

Yes 1
No .....2 Date left: _____ (month) _____ (year)

16. **During the first week of October 1974, were you classified by this school as a full-time student?**

Yes 1
No 2
Don't know 3

17. **During October 1974, about how many hours a week did your classes meet in the subjects or courses in which you were enrolled? Include time in lectures, shop, laboratories, etc.**

_____ Hours per week

18. **At that time how were you classified by your school?**

(Circle one.)

Freshman (First-year Student) 1
Sophomore (Second-year Student) 2
Junior (Third-year Student) 3
Senior (Fourth-year Student) 4
Special Student 5
Other classification (specify: _____) 6
My school doesn't classify students 7

19. **As of the first week of October 1974, what was your actual or intended field of study or training area (for example, practical nurse, machinist, beautician, civil engineering, accounting, psychology, home economics, etc.)? Please name the specific field or area:**

(Write in): _____

20. **Please select below the category which best describes this field or area.**

(Circle one.)

Agriculture and Home Economics 1
Business (accounting, marketing, personnel management, etc.) 2
Office and Clerical (bookkeeping, stenography, general office, etc.) 3
Computer Technology (keypunch operator, programming, computer operations, etc.) 4
Education (elementary, special, physical, etc.) 5
Engineering (civil, electrical, mechanical, etc.) 6
Mechanical and Engineering Technology (automotive mechanic, machinist, construction, drafting, electronics, etc.) 7
Humanities and Fine Arts (music, religion, English, etc.) 8
Health Services (nursing, lab technician, occupational therapy, etc.) 9
Public Services (law enforcement, food service, recreation, beautician, etc.) 10
Physical Sciences and Mathematics (physics, geology, chemistry, etc.) 11
Social Sciences (psychology, history, economics, sociology, etc.) 12
Biological Sciences (zoology, physiology, anatomy, etc.) 13
OTHER field or area (specify: _____) 14
UNDECIDED 15

21. **This (above) is:**

An ACADEMIC program (typically leads to a 4-or 5-year Bachelor's degree) 1
A VOCATIONAL program (does not lead to a Bachelor's degree) 2

22. **How long does it normally take one to complete this program of studies from beginning to end?**

(Circle one.)

Less than one year 0
One year 1
Two years 2
Three years 3
Four years 4
More than 4 years 5

23. **As of the first week of October 1974, what kind of certificate, license, diploma, or degree were you studying for?**

	(Circle as many as apply.)	(Year expect to complete.)
None	1	
A certificate (specify in what: _____)	2	(_____)
A license (specify in what: _____)	3	(_____)
A two-year or three-year vocational degree or diploma	4	(_____)
A two-year academic degree	5	(_____)
A four-year or five-year college Bachelor's degree	6	(_____)
Other (specify: _____)	7	(_____)

24. **Was your field of study or training area in October 1974 the same as it was a year ago in October 1973?**

(Circle one.)

Yes	1	*GO TO Q. 26*
No, I hadn't decided upon a field or area a year ago	2	
No, I wasn't enrolled in school a year ago	3	*GO TO Q. 28, next page*
No, I changed my field or area during the year	4	*GO TO Q. 25*

25. **Listed below are some reasons why students change fields or training areas. What were the reasons in your situation?**

(Circle one number on each line.)

		My Reasons	NOT My Reasons
a.	Courses more difficult than I expected	1	2
b.	Met people with new ideas	1	2
c.	Poor advice on original choice	1	2
d.	Lack of information on jobs related to original choice	1	2
e.	Content of courses different from what I expected	1	2
f.	New information about other fields of study or training areas	1	2
g.	Interest aroused by courses	1	2
h.	More jobs available for graduates in the field I changed to	1	2
i.	Better jobs available for graduates in the field I changed to	1	2
j.	Other (specify: _____)	1	2

26. **Was the school you attended in the first week of October 1974 the SAME school you attended a year ago in October 1973?**

Yes	1	*GO TO Q. 28, next page*
No, enrolled in different school in October 1973	2	*GO TO Q. 27, next page*

27. **What were your reasons for changing schools?**

(Circle one number on each line.)

	My Reasons	NOT My Reasons
a. My interest changed, and my former school did not offer the course of study I wanted	1	2
b. Wanted to attend a less expensive school	1	2
c. My grades were too low to continue at the former school	1	2
d. Wanted to be at a smaller school	1	2
e. Wanted to be at a larger school	1	2
f. Wanted to attend school closer to home	1	2
g. Wanted to attend a school farther away from home	1	2
h. Wanted to attend a school that would give me better career opportunities	1	2
i. Wanted to attend a more prestigious school	1	2
j. Wanted to attend a school where I could maximize my intellectual and personal development	1	2
k. More group or social activities of interest	1	2
l. Transferred from a two-year to a four-year school to continue my education	1	2
m. Other (specify: _____)	1	2

28. **During October 1974, were you working on a job(s) at the SAME TIME that you were going to school ?**

No .....1 *GO TO Q. 32, next page*

Yes .....2 *GO TO Q. 29* ⟶

29. **At that time, how many hours per week did you normally work?**

(Circle one.)

1-5 hours per week 1
6-10 hours per week 2
11-15 hours per week 3
16-20 hours per week 4
21-34 hours per week 5
35 or more hours per week 6

30. **During October 1974, did you work for the school you were attending?**

(Circle one.)

No 1
Yes, working for pay (only) 2
Yes, working off cost of tuition, housing or meals 3
Yes, both of the above 4

31. **Did someone at the school (for example, a teacher, counselor, employment officer) help you find the job you had in October 1974?**

Yes 1
No 2

ATTENDANCE AT OTHER SCHOOLS FROM OCTOBER 1973 TO OCTOBER 1974

32. **Besides any schools you may already have reported in this section, did you enroll in or take classes at any OTHER schools from October 1973 to October 1974? (Again include schools like colleges and universities, service academies, business schools, trade schools, technical institutes, vocational schools, community colleges, and so forth.)**

No .....1 *GO TO Q. 38, next page*
Yes .....2 *GO TO Q. 33*

33. **What is the exact name and location of this school? Please print and do not abbreviate. (If you attended more than one (other) school, then give the one that you attended the longest.)**

School Name: _____
City: _____ State: _____

34. **What kind of school is this?**

(Circle one.)

Vocational, trade, business or other career training school 1
Junior or community college (two-year) 2
Four-year college or university 3
Other (describe: _____) 4

35a. **When did you first attend this school?** _____ (month) _____ (year)

35b. **Are you now attending this school?**

Yes 1
No .....2 Date left: _____ (month) _____ (year)

36. **Did you withdraw from this school before you completed your studies?**

(Circle one.)

No .....1 *GO TO Q. 38, next page*
Yes, but I have since returned to school 2
Yes, but I plan to return before October 1975 .....3 *GO TO Q. 37*
Yes, and I do not plan to return before October 1975 4

37. **What were your reasons for withdrawing?**

(Circle one number on each line.)

		My Reasons	NOT My Reasons
a.	Became ill	1	2
b.	Had financial difficulties	1	2
c.	Was offered a good job	1	2
d.	Got married or planned to get married	1	2
e.	School work was not relevant to the real world	1	2
f.	Wanted to get practical experience	1	2
g.	Failing or not doing as well as I wanted	1	2
h.	Wasn't really sure what I wanted to do	1	2
i.	Transferred to another school	1	2
j.	Other (describe: _____)	1	2

38. **With regard to your education and training during the past year, how satisfied as a whole are you with the following?**

(Circle one number on each line.)

	Very satisfied	Somewhat satisfied	Neutral or no opinion	Somewhat dissatisfied	Very dissatisfied
a. The ability, knowledge, and personal qualities of most teachers	1	2	3	4	5
b. The social life	1	2	3	4	5
c. Development of my work skills	1	2	3	4	5
d. My intellectual growth	1	2	3	4	5
e. Counseling or job placement	1	2	3	4	5
f. The buildings, library, equipment, etc.	1	2	3	4	5
g. Cultural activities, music, art, drama, etc.	1	2	3	4	5
h. The intellectual life of the school	1	2	3	4	5
i. Course curriculum	1	2	3	4	5

39. **Which of the following best describes how well you have done in all of your coursework or program from October 1973 through October 1974? If your school(s) or program(s) do not use letter grades, please choose the letter grade that comes closest to describing your progress.**

(Circle one.)

Mostly A 1
About half A and half B 2
Mostly B 3
About half B and half C 4
Mostly C 5
About half C and half D 6
Mostly D or below 7

40. **Have you had a teacher or instructor during this period who knows you well enough to write you a letter of reference or give you a recommendation for a job or for attendance at another school?**

Yes 1
No 2

41. **Considering all of the schools you have attended since high school, do ANY of these schools or programs give credits which can be used for a 4-year college Bachelor's degree?**

I don't know 1
No ..... 2 } *GO TO Q. 44, next page*
Yes ..... 3 *GO TO Q. 42*

42. **Since leaving high school, about how many credits had you earned by October 1974?**

(Write in.)

_____ Number of quarter hours
_____ Number of semester hours
_____ Number of other type of credits
(specify type: _____)

43. **Have you taken advantage of any of the following opportunities to accelerate your college program?**

(Circle as many as apply.)

Have NOT accelerated my program 1
Began college work before finishing high school 2
Took an advanced placement course which would allow me to finish sooner 3
Received credit for a course just by taking a special exam 4
Took course work during summer school 5
Took extra courses during the regular school term 6
Other (specify: _____) 7

SCHOOL FINANCES FROM FALL 1973 THROUGH SUMMER 1974

44. **Considering just the 12-month period from Fall 1973 through Summer 1974, what is your estimate of how much it cost you to live and go to school? (If you were not in training or school during this time, check here ☐ and go to Q. 58, next page.)**

Do not include costs after Summer 1974.

(Estimate the amount for each item. Write "none" where you had no expenses.)

Tuition and fees	$ _____
Books and supplies	$ _____
Transportation to and from class from where I live while attending school	$ _____
Housing and meals	$ _____
All other expenses: medical, dental expenses, debt payments, insurance, taxes, child care, etc.	$ _____
HOW MUCH MONEY IS THIS IN TOTAL?	$ _____

45. **How many months were you in school from Fall 1973 through Summer 1974?** _____ (months)

46. **Considering just the period from Fall 1973 through Summer 1974, did you receive any kind of scholarship, fellowship, or grant to go to school?**

No .....1 *GO TO Q. 49*
Yes .....2 *GO TO Q. 47* ⟶

47. **Check below which kind(s) of scholarship, fellowship, or grant you received.** **(✓)**

a) Basic Educational Opportunity Grant ..... ___
b) Supplemental Educational Opportunity Grant ..... ___
c) College scholarship or grant from college funds ..... ___
d) ROTC scholarship or stipend ..... ___
e) Nursing Scholarship Program ..... ___
f) Social Security Benefits (for students 18-22 who are children of disabled or deceased parents) ..... ___
g) Veteran's Administration War Orphans or Survivors Benefits Program ..... ___
h) Veterans Administration Direct Benefits (GI Bill) ___
i) State scholarship ..... ___
j) Other scholarship or grant (write in: _____) ___

48. **How much was the total dollar value of the scholarship(s), fellowship(s) or grant(s) you received for this period?** $_____

49. **Considering just the period from Fall 1973 through Summer 1974, did you receive a loan to go to school?**

No .....1 *GO TO Q. 52, next page*
Yes .....2 *GO TO Q. 50* ⟶

50. **Check below which kind(s) of loan you obtained.** **(✓)**

a) Federal Guaranteed Student Loan ..... ___
b) State Loan ..... ___
c) Regular bank loan ..... ___
d) National Defense (Direct) Student Loan ..... ___
e) Nursing Student Loan ..... ___
f) School or College Loan ..... ___
g) Relatives or friends ..... ___
h) Other loan (write in: _____) ___

51. **How much was the total dollar value of the loan(s) you received for this period?** $_____

52. **Considering just the period from Fall 1973 through Summer 1974, did you receive financial assistance (not a loan) from any relatives or friends to go to school?**

No .....1 *GO TO Q. 55*
Yes .....2 *GO TO Q. 53* →

53. **Check the sources below from which you received this financial assistance.**

(✓)

a) Parents ..... ___
b) Husband or wife ..... ___
c) Other family or friends ..... ___

54. **How much was the total dollar value of the financial assistance you received from family or friends for this period?** $_____

55. **Considering just the period from Fall 1973 through Summer 1974, did you pay any of the costs to go to school from money you had saved or earned?**

No .....1 *GO TO Q. 58*
Yes .....2 *GO TO Q. 56* →

56. **Check below all that apply.**

(✓)

a) Own savings or summer earnings ..... ___
b) College work-study programs ..... ___
c) Other earnings while taking courses..... ___

57. **How much was the total dollar value of your savings and earnings used during this period?**

$_____

OTHER TRAINING

58. **From October 1973 to October 1974, have you participated in any program such as on-the-job training, registered apprenticeships, manpower training programs, personal enrichment, or correspondence courses? Do not include regular school and college programs.**

No .....1 *GO TO Q. 66, next page*
Yes .....2 *GO TO Q. 59*

59. **What type of training program(s) or course(s) have you participated in?**

(Circle as many as apply.)

An Armed Forces training program 1
On-the-job training (a program of instruction during normal working hours).....2
Formal Registered Apprenticeship (your state or labor union) 3
Manpower Development and Training (MDTA) 4
Work Incentive (WIN) 5
Neighborhood Youth Corps (NYC).....6
Other manpower program (specify: _____) 7
Correspondence course(s).....8
Non-credit courses for personal enrichment 9
Other (specify: _____)....10

60. **Were you being trained for some type of work?**

No .....1 *GO TO Q. 62*
Yes .....2 *GO TO Q. 61*

61. **What type of work were you being trained for or learning about? If you have participated in more than one program, answer for the one in which you spent the most time. (Examples: plumbing, typing, auto mechanic work, photography, sales, etc.)**

(Write in): _____

62. **How long does (or did) this program last?**
(Circle one.)

Less than one month 1
One to five months 2
Six to eleven months 3
One year or more 4

63. **Have you completed this program?**
(Circle one.)

Yes 1
No, left without completing 2
No, still enrolled 3

64. **Have you used this training on any job?**

Yes 1
No 2

65. **Which one of the following statements best describes the assistance you received (are receiving) from the program or training center in finding a job?**
(Circle one.)

DOES NOT APPLY TO ME since my training was in the military or on-the-job 1
I did not want or did not need help from the center in finding a job 2
I wanted and needed help but did not receive any from the center 3
The center provided information on job openings in my field 4
The center put me directly in touch with possible employers or arranged a job for me 5

66. **From October 1973 to October 1974, did you earn any certificate, license, diploma, or degree of any kind?**
(Circle as many as apply.)

No 1
Yes, a certificate (specify in what: _____) 2
Yes, a license (specify in what: _____) 3
Yes, a two-year or three-year vocational degree or diploma 4
Yes, a two-year academic degree 5
Yes, a four-year or five-year college Bachelor's degree 6
Yes, other (specify: _____) 7

USING YOUR TRAINING SINCE LEAVING HIGH SCHOOL

67. **Have you ever tried to find work on a job where you might use what you learned from any school or college you attended since leaving high school?**

No, because have NOT attended any school or college since leaving high school 1
No, although I HAVE attended a school or college since leaving high school 2
SKIP TO SECTION C, p. 13
Yes .....3 *GO TO Q. 68*

68. **Did you try to find work for which you could use what you learned in school in the locality where you received your training?**

No .....1 *GO TO Q. 70, next page*
Yes .....2 *GO TO Q. 69, next page*

69. **What were your experiences in this locality (where you received your training) in trying to find work for which you could use your training?**

a. To be hired in this locality for this kind of work, does a person actually have to have the training?

(Circle one.)

Yes 1
No 2
Don't know 3

b. Does a person have to have prior job experience doing this kind of work in order to get hired in this locality?

(Circle one.)

Yes 1
No 2
Don't know 3

c. Do you think there are more people in this locality who can do this work than there are jobs for them, or are there more jobs than qualified people?

(Circle one.)

More people than jobs 1
More jobs than people 2
About the same 3
Don't know 4

d. About how many companies in this area are there that hire people to do this kind of work?

(Circle one.)

None 0
Only one 1
A few 2
Many 3
Don't know 4

e. Do most of the new people hired by companies in this area live or go to school here, or do they come into the area to take the jobs?

(Circle one.)

Mostly local people 1
Mostly from outside 2
About equal numbers 3
Don't know 4

70. **Since leaving high school, have you tried to find work for which you could use your training somewhere other than in the locality where you received it, such as in another part of the state or another section of the country?**

Yes 1
No 2

71. **Did you find work for which you could use what you learned in school?**

(Circle one.)

No ..... 1 *SKIP TO SECTION C, next page*
Yes, in the locality where I received my training 2
Yes, somewhere else 3
Yes, both of the above 4

GO TO Q. 72 →

72. **After receiving your training, how long did it take you to find this work?**

(Circle one.)

Before I completed my training 1
Immediately, or within a few days 2
One to four weeks 3
One or two months 4
Three to six months 5
More than six months 6

73. **How well did your training prepare you for this work?**

(Circle one.)

Very well 1
Fairly well 2
Not well at all 3

Section C: Work Experience

In this section, we would like to find out about the jobs you may have held from October 1973 through October 1974. Include full-time jobs, part-time jobs, apprenticeships, on-the-job-training, military service and so on.

74. From October 1973 through October 1974, did you hold a job of any kind?

No .....1 *GO TO Q. 91a, p. 15*

Yes .....2 *GO TO Q. 75* ⟶

75. Were you working during the first week of October 1974?

No .....1 *GO TO Q. 91a, p. 15*

Yes, full-time .....2 } *GO TO Q. 76*

Yes, part-time .....3 }

76. Please describe below the job you held during the first week of October 1974. (If you held more than one job at that time, describe the one at which you worked the most hours.)

a. For whom did you work? (Name of company, business organization, or other employer)

(Write in): _____

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)

(Write in): _____

c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)

(Write in): _____

d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)

(Write in): _____

e. Were you:

(Circle one.)

An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary, or commissions? 1

A GOVERNMENT employee (Federal, State, county, or local institution or school) 2

Self-employed in your OWN business, professional practice, or farm 3

Working WITHOUT PAY in family business or farm? 4

f. When did you start working at this job? _____(month) _____(year)

g. Are you currently working at this job?

Yes 1

No .....2 Date left: _____(month) _____(year)

77. How many hours did you usually work at this job in an average week?

_____Hours per week

78. In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)

$_____per week

(Earnings before deductions)

79. How satisfied were you with the following aspects of this job? (Circle one number on each line.)

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
a. Pay and fringe benefits	1	2	3	4
b. Importance and challenge	1	2	3	4
c. Working conditions	1	2	3	4
d. Opportunity for promotion and advancement with this employer	1	2	3	4
e. Opportunity for promotion and advancement in this line of work	1	2	3	4
f. Opportunity to use past training and education	1	2	3	4
g. Security and permanence	1	2	3	4
h. Supervisor(s)	1	2	3	4
i. Opportunity for developing new skills	1	2	3	4
j. Job as a whole	1	2	3	4
k. The pride and respect I receive from my family and friends by being in this line of work	1	2	3	4

80. Not including on-the-job training, did you receive formal instruction to do this kind of work?

No ..... 1 *GO TO Q. 85, next page*

Yes ..... 2 *GO TO Q. 81* ⟶

81. Where did you receive this training? (Circle as many as apply.)

High school 1

Vocational, trade, business, or other career training school 2

Junior or community college 3

Four-year college or university 4

Military service 5

Other (describe: _____) 6

82. What were your experiences while working on this job? (Circle one number on each line.)

	My Experience	NOT My Experience
a. I have been able to apply most of what I learned in school	1	2
b. I would have liked more experience in my training before I started working	1	2
c. I received training different from the way it is done on the job	1	2
d. I was trained with tools or equipment not used on my job	1	2
e. I could have gotten my job without the training	1	2
f. I took coursework associated with my training which was not helpful in performing my job	1	2
g. Most of what I do on the job I learned to do in school	1	2
h. I consider myself doing as well as others with similar training	1	2
i. I consider going to school and getting the training a wise choice	1	2

83. Were you hired for this job because your employer knew you had been trained in a school or college to do this kind of work?

Yes 1

No 2

Don't know 3

84. Did the school at which you received your training for this job refer you to this job?

Yes 1

No 2

85. **Do you expect to be working in October 1975?**

No 1
Don't know .... 2 } *GO TO Q. 88*
Yes ..... 3 *GO TO Q. 86* →

86. **Do you plan to work for the SAME EMPLOYER?**

Yes 1
No 2
Don't know 3

87. **Do you plan to work at the SAME KIND OF WORK?**

Yes 1
No 2
Don't know 3

88. **Were you working at any OTHER job in the first week of October 1974 at the SAME TIME as you held the job you described above?**

No ..... 1 *GO TO Q. 92, next page*
Yes ..... 2 *GO TO Q. 89*

89. **How many hours did you usually work at this other job in an average week?** _____ Hours per week

90. **In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)**

$_____ per week
(Earnings before deductions)

91a. **If you did NOT hold a job during the first week of October 1974, what were the reasons? (If you DID hold a job at that time, check here ☐ and go to Q. 92.)**

(Circle one number on each line.)

		My Reasons	NOT MY Reasons
a.	Did not want to work	1	2
b.	On temporary layoff from work or waiting to report to work	1	2
c.	Was full-time homemaker	1	2
d.	Going to school	1	2
e.	Not enough job openings available	1	2
f.	Union restrictions	1	2
g.	Would have required moving	1	2
h.	Required work experience I did not have	1	2
i.	Jobs available offered little opportunity for career development	1	2
j.	Health problems or physical handicap	1	2
k.	Could not arrange child care	1	2
l.	Other family responsibilities (including pregnancy)	1	2
m.	Waiting to enter or in Armed Forces	1	2
n.	Not educationally qualified for types of work available	1	2
o.	There were jobs but none where I could use my training	1	2

91b. **Were you looking for work during the first week of October, 1974?**

(Circle one.)

Yes, and did NOT work at any job during the period October 1973 to October 1974 1
No, and did NOT work at any job during the period October 1973 to October 1974 ..... 2 } *GO TO Q. 100h, p. 17*

Yes, and DID work at a job during the period October 1973 to October 1974 3
No, and DID work at a job during the period October 1973 to October 1974 ..... 4 } *GO TO Q. 92, next page*

92. **Besides any jobs you may already have reported in this section, were you working at any OTHER job between October 1973 and October 1974?**

No .....1 *GO TO Q. 97, next page*
Yes .....2 *GO TO Q. 93*

93. **Please describe below this other job (the most recent one during that period).**

a. For whom did you work? (Name of company, business organization, or other employer)
(Write in): _____

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)
(Write in): _____

c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)
(Write in): _____

d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)
(Write in): _____

e. When did you start working at this job? _____(month) _____(year)

f. When did you leave this job? _____(month) _____(year)

94. **How many hours did you usually work at this job in an average week?**

_____Hours per week

95. **In an average week, approximately how much did you earn at this job? (Report your gross earnings before deductions. If not paid by the week, please estimate.)**

$_____per week
(Earnings before deductions)

96. **How important were the following as reasons for your leaving this job?**

(Circle one number on each line.)

	Very Important	Somewhat Important	Not Important
a. Poor pay or fringe benefits	1	2	3
b. Lack of importance and challenge	1	2	3
c. Poor working conditions	1	2	3
d. Lack of opportunity for promotion and advancement with this employer	1	2	3
e. Lack of opportunity for promotion and advancement with this line of work	1	2	3
f. No or little opportunity to use past training and education	1	2	3
g. Lack of security or permanence	1	2	3
h. Dissatisfied with my supervisor(s)	1	2	3
i. Lack of opportunity for developing new skills	1	2	3
j. Unhappy with the job as a whole	1	2	3
k. Moved to another location	1	2	3
l. I was laid off or fired	1	2	3
m. Went back to school or college	1	2	3
n. Got married or had a baby	1	2	3
o. Left to obtain a better job	1	2	3
p. Other (specify: _____)	1	2	3

97. During the entire 52-week period from October 1973 to October 1974, about how many weeks did you work altogether? (Count all weeks in which you did any work at all or were on paid vacation.)

_____ Number of weeks

98. During the same 52-week period from October 1973 to October 1974, how many different employers did you work for altogether? (Count each employer only once, even if you had different jobs for the same employer.)

_____ Number of employers

99. During the same 52-week period from October 1973 to October 1974, about how many weeks did you spend looking for work or on layoff from a job or waiting to report to a job?

_____ Number of weeks

LOOKING FOR WORK

100a. Were you employed during the month of September 1974?

Yes 1
No 2

100b. Were you looking for work during the month of September 1974?

No ..... 1 *GO TO Q. 102*
Yes ..... 2 *GO TO Q. 101* ⟶

101. How long had you been looking for work as of the end of September 1974?

(Circle one.)

Less than 2 weeks 1
2-4 weeks 2
5-9 weeks 3
10 weeks or more 4

102. Would you be willing to move to another city or community for a job?

Yes 1
No 2

103. At any time from October 1973 through October 1974, were you looking for work or for a different job or employer?

No ..... 1 *SKIP TO SECTION D, next page*
Yes ..... 2 *GO TO Q. 104*

104. What methods were useful to you?

(Circle one number on each line.)

	Used and Obtained Job	Used But Did NOT Obtain Job	Did NOT Use
a. School or college placement service	1	2	3
b. Professional periodicals or organizations	1	2	3
c. Civil Service applications	1	2	3
d. Public employment service	1	2	3
e. Private employment agency	1	2	3
f. Community action or welfare groups	1	2	3
g. Newspaper, TV or radio ads	1	2	3
h. Direct application to employers	1	2	3
i. Registration with a union	1	2	3
j. Friends or relatives	1	2	3
k. Attendance at job fairs	1	2	3
l. Other (specify _____)	1	2	3

Section D: Family Status

105. What was your marital status, as of the first week of October 1974?

(Circle one.)

- Never married, but plan to be married within the next 12 months 1
- Never married, and don't plan to be married within the next 12 months 2
- Divorced, widowed, separated 3

GO TO Q. 110, next page

- Married 4

GO TO Q. 106

106. When were you first married? _____ (month) _____ (year)

107. As of October 1974, what was your husband or wife doing?

(Circle as many as apply.)

- Working for pay at a full-time or part-time job 1
- Taking academic courses at a two- or four-year college 2
- Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) 3
- On active duty in the Armed Forces (or service academy) 4
- Homemaker 5
- Temporary lay-off from work, looking for work, or waiting to report to work 6
- Other (describe: _____) 7

108. Please describe below the job your husband or wife held during October 1974. (If your spouse was not working, check here ☐ and go to Q. 109.)

a. For whom did he/she work? (Name of company, business, organization, or other employer)

(Write in): _____

b. What kind of business or industry was this? (For example, retail store, manufacturer, state or city government, farming, etc.)

(Write in): _____

c. What kind of job or occupation did he/she have in this business or industry? (For example, salesperson, supervisor, police officer, civil engineer, farmer, teacher)

(Write in): _____

d. What were his/her most frequent activities or duties on this job? (For example, selling cars, keeping accounts, supervising others, operating machinery, finishing concrete, teaching grade school)

(Write in): _____

109. **As of October 1974, what is the highest level of education that your husband or wife had attained?**

(Circle one.)

- Some high school, or less 1
- Finished high school 2
- Vocational, trade, or business school
  - Less than two years 3
  - Two years or more 4
- College program
  - Some college (including two-year degree) 5
  - Finished college (four- or five-year degree) 6
  - Master's degree or equivalent 7
  - Ph.D., M.D., or equivalent 8

110. **Which of the following items do you have the use of (a) as your own because you (or your spouse) have bought them or have been given them, or (b) because they belong to your parents, roommates, dormitory, apartment building, etc?**

(Circle one number on each line.)

		Have As My Own	Have But Don't Own	Don't Have Use Of
a.	Daily newspaper	1	2	3
b.	Dictionary	1	2	3
c.	Encyclopedia or other reference books	1	2	3
d.	Magazines	1	2	3
e.	Record player	1	2	3
f.	Tape recorder or cassette player	1	2	3
g.	Color television	1	2	3
h.	Typewriter	1	2	3
i.	Electric dishwasher	1	2	3
j.	Two or more cars or trucks that run	1	2	3
k.	A specific place for study	1	2	3

111. **Not including yourself, how many persons were dependent upon YOU for more than one half of their financial support as of the first week of October 1974.**

(Circle one.)

0 . . . 1 . . . 2 . . . 3 . . . 4. or more

112. **As of the first week of October 1974, were you dependent upon your parents or any other friends or relatives for more than one half of your financial support?**

Yes 1

No 2

113. **What is the best estimate of your income before taxes for ALL OF 1974? If you are married, include your spouse's income in the total, but do not include loans and gifts. Please make an entry on each line, either a dollar amount, or if you will receive no income from a source during 1974, write in the word "none".**

Source	Amount Will Receive
Your own wages, salaries, commissions, and net income from a business or farm	$ _____
Your spouse's (husband or wife) wages, salaries, commissions, and net income from a business or farm	$ _____
All other income you and your spouse will receive (include interest, dividends, rental property income, public assistance, unemployment compensation, cash, gifts, scholarships, fellowships, etc.)	$ _____

114. TOTAL INCOME YOU AND YOUR SPOUSE WILL RECEIVE ..... $ _____

115. **For the year of 1974, how satisfied as a whole have you been with the amount of money you have had to get along on?**

(Circle one.)

Very satisfied 1
Somewhat satisfied 2
Neutral or no opinion 3
Somewhat dissatisfied 4
Very dissatisfied 5

116. **Not including home mortgages, did you owe money as of the first week of October 1974 for:**

(Circle one number on each line.)

	None	Less than $100	$100 to $499	$500 to $999	$1000 to $1999	More than $2000
a. Education or training	0	1	2	3	4	5
b. Other debts (car, rent, appliances, medical bills, and so on)	0	1	2	3	4	5

117. **As of the first week of October 1974, how much money have you saved and plan to use for:**

(Circle one number on each line.)

	None	Less than $100	$100 to $499	$500 to $999	$1000 to $1999	More than $2000
a. Education or training	0	1	2	3	4	5
b. General savings or other plans	0	1	2	3	4	5

118. **As of the first week of October 1974, how many children did you have?**

(Circle one.)

0 ... 1 ... 2 ... 3 ... 4 ... 5 or more

119. **How many brothers do you have?**

(Circle one number on each line.)

a. Older brothers	0	1	2	3	4	5 or more
b. Younger brothers	0	1	2	3	4	5 or more

120. **How many sisters do you have?**

(Circle one number on each line.)

a. Older sisters	0	1	2	3	4	5 or more
b. Younger sisters	0	1	2	3	4	5 or more

Section E: Military Service

121. Since October 1973, have you served in the Armed Forces, or a Reserve or National Guard Unit?

(Circle one.)

No	1	*SKIP TO SECTION F, next page*
Yes, National Guard or Reserves but not active duty	2	
Yes, active duty	3	*GO TO Q. 122*

122. In which branch of the Armed Forces did you serve? (Write in): _____

123. When did you begin active duty? _____ (month) _____ (year)

124. Have you received (or are you receiving) four or more weeks of specialized schooling while in the Armed Forces?

No	1	*GO TO Q. 126*
Yes	2	*GO TO Q. 125*

125. What is the name of the specialized schooling program in which you spent the longest period of time? Specify your military specialty code, or MOS. (Please print and do not abbreviate.)

Name of program: _____ **MOS:** _____

126. What is the highest pay grade and specialty rating you have held?

Pay grade: _____ **Specialty rating:** _____

127. Have you taken any courses while in the Armed Forces that:

(Circle one number on each line.)

	Yes	No
Prepared you for the high school equivalency test?	1	2
Prepared you for equivalency tests that can be taken for college credit?	1	2
Were college-sponsored courses which gave college credits?	1	2

128. Are you currently on active duty?

No (Date left: _____ month _____ year)	1	*SKIP TO SECTION F, next page*
Yes	2	*GO TO Q. 129*

129. How long do you expect to be on active duty in the Armed Forces?

(Circle one.)

For a two-year tour of duty only	1
For a three- or four-year tour of duty	2
For more than one enlistment, but less than a full career	3
For a full career (20 years minimum)	4
Have not decided	5

130. What do you plan to do when you get out of the Armed Forces?

(Circle one number on each line.)

	My Plans	NOT my Plans
Full-time or part-time work	1	2
College, either full-time or part-time	1	2
Technical, vocational, or business or career training school, either full-time or part-time	1	2
Registered apprenticeship or on-the-job training program	1	2
Retire	1	2
Undecided	1	2
Other (specify: _____)	1	2

Section F: Activities and Opinions

131. **To what extent have you voluntarily participated in the following groups during the year October 1973 through October 1974? (By voluntarily, we mean you are not an employee of the group; by active participant, we mean that you attend the meetings or events; by member only, we mean that you are on a mailing or telephone list so that you are kept informed of meetings and events.)**

(Circle one number on each line.)

		Active Participant	Member Only	Not At All
a.	Youth organizations—such as Little League coach, scouting, etc.	1	2	3
b.	Union, farm, trade or professional association	1	2	3
c.	Political clubs or organizations	1	2	3
d.	Church or church-related activities (not counting worship services)	1	2	3
e.	Community centers, neighborhood improvement, or social-action associations or groups	1	2	3
f.	Organized volunteer work—such as in a hospital	1	2	3
g.	A social, hobby, garden, or card playing group	1	2	3
h.	Sport teams or sport clubs	1	2	3
i.	A literary, art, discussion, music, or study group	1	2	3
j.	Educational organizations—such as PTA or an academic group	1	2	3
k.	Service organizations—such as Rotary, Junior Chamber of Commerce, Veterans, etc.	1	2	3
l.	A student government, newspaper, journal, or annual staff	1	2	3
m.	Another voluntary group in which I participate	1	2	3

132. **How do you feel about each of the following statements?**

(Circle one number on each line.)

		Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
a.	I take a positive attitude toward myself	1	2	3	4	5
b.	Good luck is more important than hard work for success	1	2	3	4	5
c.	I feel I am a person of worth, on an equal plane with others	1	2	3	4	5
d.	I am able to do things as well as most other people	1	2	3	4	5
e.	Every time I try to get ahead, something or somebody stops me	1	2	3	4	5
f.	Planning only makes a person unhappy since plans hardly ever work out anyway	1	2	3	4	5
g.	People who accept their condition in life are happier than those who try to change things	1	2	3	4	5
h.	On the whole, I'm satisfied with myself	1	2	3	4	5

133. What ways do you assure yourself of a good buy for your money?

(Circle one number on each line.)

	Regularly	Sometimes	Never
a. I compare prices and label information of similar products or services	1	2	3
b. I return merchandise that is unsatisfactory to the store where I bought it	1	2	3
c. I rely on brands or companies I know well even if they cost more	1	2	3
d. I follow leads in articles from Consumer Reports, Changing Times, or other such magazines	1	2	3
e. I check a company's reputation with the Better Business Bureau or consumer protection agency before agreeing to an expensive service or repair	1	2	3
f. I write to the manufacturer about the quality of the product if I'm unsatisfied	1	2	3

134. Generally speaking, how worthwhile are the following activities?

(Circle one number on each line.)

	Very Worthwhile	Somewhat Worthwhile	Not Worthwhile
a. Voting in local elections	1	2	3
b. Writing or talking to your representatives in the government	1	2	3
c. Voting when you are pretty sure your party won't win	1	2	3
d. Attending city council or county commission meetings	1	2	3
e. Signing petitions to change the way things are in your locality, state, or the whole nation	1	2	3
f. Working to register new voters	1	2	3
g. Becoming an active member of a political party	1	2	3

135. People often use the term "quality of life" to mean different things. How well does each of the following statements express what "quality of life" means to YOU?

(Circle one number on each line.)

	Exactly	Extremely Well	Very Well	Fairly Well	Not Very Well
a. Having enough money—to buy sufficient food, to dress as needed, and to have adequate shelter	1	2	3	4	5
b. Having healthful living patterns—eating a balanced diet, getting plenty of exercise and regular sleep	1	2	3	4	5
c. Living where the air is clean, the water is fresh, and where people really try to protect their natural resources	1	2	3	4	5
d. Having time and money for some of the "extras" of life—vacations, hobby time and equipment, entertainment opportunities	1	2	3	4	5
e. Feeling free—not tied down by many personal or work responsibilities	1	2	3	4	5
f. Feeling personally safe from violence, injustice, or fraud	1	2	3	4	5
g. Having a chance to do the kind of work I really want to do in life	1	2	3	4	5
h. Having sustained personal relationships—loving and being loved	1	2	3	4	5
i. Living a life of honesty and moral integrity—doing what I think is right to do	1	2	3	4	5
j. Having the opportunity to read, think and discuss important questions about life values, etc.	1	2	3	4	5
k. Having the chance to get a good education	1	2	3	4	5

136. The following questions ask about your political pariticipation.

(Circle one number on each line.)

	Frequently	Sometimes	Never
a. When you talk with your friends, do you ever talk about public problems—that is, what's happening in the country or in your community?	1	2	3
b. Do you ever talk about public problems with any of the following people?			
Your family	1	2	3
People where you work	1	2	3
Community leaders, such as club or church leaders	1	2	3
c. Do you ever talk about public problems with elected government officials or people in politics, such as Democratic or Republican leaders?	1	2	3
d. Have you ever talked to people to try to get them to vote for or against any candidate?	1	2	3
e. Have you ever given any money or bought tickets to help someone who was trying to win an election?	1	2	3
f. Have you ever gone to any political meetings, rallies, barbecues, fish fries, or things like that in connection with an election?	1	2	3
g. Have you ever done any work to help a candidate in his campaign?	1	2	3
h. Have you ever held an office in a political party or been elected to a government job?	1	2	3

137. Are you registered to vote?

Yes 1
No 2

138. Prior to October 1974, did you ever vote in a local, state, or national election?

Yes 1
No 2

OPINIONS ABOUT YOUR FUTURE

139. What do you expect to be doing in October 1975?

(Circle as many as apply.)

Working for pay at a full-time or part-time job 1
Taking academic courses at a two- or four-year college 2
Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) 3
On active duty in the Armed Forces (or service academy) 4
Homemaker 5
Other (describe: _____) 6

140. As things stand now, how far in school do you think you actually will get?

(Circle one.)

High school only 1
Vocational, trade, or business school
- Less than two years 2
- Two years or more 3

College program
- Some college (including two-year degree) 4
- Finished college (four- or five-year degree) 5
- Master's degree or equivalent 6
- Ph.D., M.D., or equivalent 7

141. How important is each of the following factors in determining the kind of work you plan to be doing for most of your life?

(Circle one number on each line.)

	Very Important	Somewhat Important	Not Important
a. Previous work experience in the area	1	2	3
b. Relative or friend in the same line of work	1	2	3
c. Job openings available in the occupation	1	2	3
d. Work matches a hobby interest of mine	1	2	3
e. Good income to start or within a few years	1	2	3
f. Job security and permanence	1	2	3
g. Work that seems important and interesting to me	1	2	3
h. Freedom to make my own decisions	1	2	3
i. Opportunity for promotion and advancement in the long run	1	2	3
j. Meeting and working with sociable, friendly people	1	2	3

142. What kind of work will you be doing when you are 30 years old? (Circle the one that comes closest to what you expect to be doing.)

(Circle one.)

a. CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent 1
b. CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter 2
c. FARMER, FARM MANAGER 3
d. HOMEMAKER OR HOUSEWIFE ONLY 4
e. LABORER such as construction worker, car washer, sanitary worker, farm laborer 5
f. MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official 6
g. MILITARY such as career officer, enlisted man or woman in the Armed Forces 7
h. OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver, gas station attendant 8
i. PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including public school teacher 9
j. PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher 10
k. PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner 11
l. PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter 12
m. SALES such as salesperson, advertising or insurance agent, real estate broker 13
n. SCHOOL TEACHER such as elementary or secondary 14
o. SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter 15
p. TECHNICAL such as draftsman, medical or dental technician, computer programmer 16
q. NOT WORKING 17

143. Do you think you will need more education or schooling than what you have at present in order to obtain this kind of work or to advance as you would like in your job or career?

No ..... 1 — *GO TO Q. 145, next page*
Yes ..... 2 — *GO TO Q. 144, next page*
Don't know ..... 3 — *GO TO Q. 144, next page*

144. If you wanted to get additional education, would any of the following be reasons why you could not do so?

(Circle one number on each line.)

		My Reason	NOT My Reason
a.	I probably couldn't afford it	1	2
b.	I wouldn't be qualified (low grades, test scores, etc.)	1	2
c.	No school within commuting distance from my home	1	2
d.	I wouldn't have the time to do it	1	2
e.	I probably couldn't get released from my job to do it	1	2
f.	I wouldn't be sufficiently interested	1	2

145. Do you owe any money for an education or training loan for which your repayment schedule has begun?

No ..... 1 *GO TO Q. 148*
Yes ..... 2 *GO TO Q. 146*

146. When was your first payment due?

_____ (month) _____ (year)

147. Are you having or have you had any difficulty making payments?

No 1
Yes ..... 2 (explain why) _____)

148. How important is each of the following to your future life?

(Circle one number on each line.)

		Very Important	Somewhat Important	Not Important
a.	Being successful in my line of work	1	2	3
b.	Finding the right person to marry and having a happy family life	1	2	3
c.	Having lots of money	1	2	3
d.	Having strong friendships	1	2	3
e.	Being able to find steady work	1	2	3
f.	Being a leader in my community	1	2	3
g.	Being able to give my children better opportunities than I've had	1	2	3
h.	Living close to parents and relatives	1	2	3
i.	Getting away from this area of the country	1	2	3
j.	Working to correct social and economic inequalities	1	2	3
k.	Having leisure time to enjoy my own interests	1	2	3
l.	Having a good education	1	2	3

INFORMATION ABOUT THE PAST

149. When you were in high school, how good a student did your teachers usually expect you to be?

(Circle one.)

- One of the best students in my class 1
- Above the middle of my class 2
- In the middle of my class 3
- Just good enough to get by 4
- Expected me not to complete high school 5

150. When you were in the 1st, 6th, 9th, and 12th grades, about what percentage of the students in your class were white or Caucasian?

(Circle one number on each line.)

	None	1 to 10%	11 to 25%	26 to 50%	51 to 75%	76 to 90%	91 to 99%	All (100%)
a. In my 1st grade	0	1	2	3	4	5	6	7
b. In my 6th grade	0	1	2	3	4	5	6	7
c. In my 9th grade	0	1	2	3	4	5	6	7
d. In my 12th grade	0	1	2	3	4	5	6	7

151. When you were in high school, about how many of your teachers were white or Caucasian?

(Circle one.)

- None 0
- Some 1
- About half 2
- Most 3
- All 4

152. Were you ever "bussed" to school for the purpose of racially integrating or racially balancing the student body of the school?

(Circle as many as apply.)

- Yes, sometime during grades one through six 1
- Yes, sometime during grades seven through 12 2
- No, I never was bussed for this purpose 3

153. **The following items give you a chance to rate yourself on the degree to which you possess one of each pair of traits. For ratings on this scale, 1-4 refers to the trait on the far left side while 5-8 refers to the trait on the far right side. Let's take an example to show what you are saying when you circle a number from 1-8.**

Cheerful								Sad
(1)	2	3	4	5	6	7	8	

CIRCLE the ONE NUMBER that comes closest to saying how you would rate yourself.

(1) . . . cheerful just about all the time.
2 . . . cheerful most of the time.
3 . . . often cheerful.
4 . . . more often cheerful than sad.
5 . . . more often sad than cheerful.
6 . . . often sad.
7 . . . sad most of the time.
8 . . . sad just about all the time.

(Circle one number on each line.)

a.	**Inactive** I lack drive, energy, vitality; I tend to be passive, and am without strong interests.	1	2	3	4	5	6	7	8	**Energetic** I have unlimited energy, high drive, vitality; I need to be constantly active and interested in many activities.
b.	**Understanding of Others** I am sympathetic about the feelings and problems of other persons; people come to me for advice when in trouble.	1	2	3	4	5	6	7	8	**Not Understanding of Others** I am unaware of and uninterested in the feelings and problems of others; other persons do not come to me for advice.
c.	**Do Not Think Far Ahead** I act impulsively without thinking of the consequences and frequently I am caught short because I have not foreseen the outcomes.	1	2	3	4	5	6	7	8	**Think Ahead** I consider future possibilities and outcomes of my decisions before acting.
d.	**Self-Concerned** I talk a lot about myself, think more about myself and what I want than about other people. I frequently am unaware of the rights and needs of other people.	1	2	3	4	5	6	7	8	**Other-Concerned** I think of others and what they want; try to consider others' points of view; can compromise or adjust to demands of others.
e.	**Enthusiastic** I am interested and excited about new events; get involved in activities easily and have strong interests.	1	2	3	4	5	6	7	8	**Unenthusiastic** I do not get deeply involved or excited; I am mild; not much excites me.
f.	**Practical** I have good judgment and common sense; I make practical and appropriate comments and decisions.	1	2	3	4	5	6	7	8	**Impractical** I make impractical, inappropriate suggestions that don't consider all aspects of a problem.
g.	**Vague Thinking** My thinking is vague, illogical, indefinite.	1	2	3	4	5	6	7	8	**Clear Thinking** My thinking is clear, precise, and logical.
h.	**Personally Warm** I tend to be sincere, friendly, emotionally responsive, sympathetic to others, affectionate, and enjoy other people.	1	2	3	4	5	6	7	8	**Personally Cold** I tend to be distant, aloof, austere, and undemonstrative with others; I do not like to express affection or feelings and am more comfortable in impersonal situations.
i.	**Ambitious** I set high goals for myself and am dissatisfied when I do not accomplish all of them. When I finish one thing, I begin another right away.	1	2	3	4	5	6	7	8	**Unambitious** I am unambitious and am easily satisifed with what I can accomplish.

Section G: Background Information

Please PRINT your name, address, and the telephone number where you can most usually be reached during the coming year.

	TELEPHONE	
YOUR NAME: _____		
ADDRESS: _____	AREA CODE	NUMBER
_____		
CITY: STATE: ZIP:		

Please PRINT the name, address and telephone number of your parents.

	TELEPHONE	
YOUR PARENTS' NAME: _____		
ADDRESS: _____	AREA CODE	NUMBER
_____		
CITY: STATE: ZIP:		

Please PRINT the names and address of two other people who will know where to get in touch with you during the coming year. (List no more than one person who now lives with you.)

	TELEPHONE	
NAME: _____		
ADDRESS: _____	AREA CODE	NUMBER
_____		
CITY: STATE: ZIP:		

	TELEPHONE	
NAME: _____		
ADDRESS: _____	AREA CODE	NUMBER
_____		
CITY: STATE: ZIP:		

Please PRINT your spouse's full name (if you are married).

SPOUSE'S FULL NAME: _____

Please give the following information about yourself.

(a) Date of birth _____ (month) _____ (day) _____ (year)

(b) Sex (Circle one) Male 1
Female 2

(c) Social Security No. _____

(d) Driver's License No. _____ State _____

(e) When did you complete this questionnaire? _____ (month) _____ (day) _____ (year)

THANK YOU FOR YOUR COOPERATION

THIS INFORMATION WILL BE KEPT IN STRICT CONFIDENCE AND WILL BE USED ONLY FOR FUTURE FOLLOW-UPS IN THE NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

EXHIBIT 7

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION

October 14, 1974

Dear Member of the Class of 1972:

This is another in a series of follow-up questionnaires you will be receiving during the next several years for the National Longitudinal Study of the High School Class of 1972. So that you may return the questionnaire without cost to you, we are enclosing a return envelope and International Reply coupons which may be exchanged at your local post office for sufficient postage to air mail the questionnaire to us. Although the envelope is already postpaid, you will need to purchase air mail stamps and place them over the first class permit on the return envelope. Then mail the questionnaire to us as soon as possible.

Even though you are not in the United States at this time, your participation in this study is important and your cooperation will be appreciated.

Sincerely,

J. A. Davis
RTI Project Director

JAD/jaw

Enclosures

(919) 549-8311 FROM RALEIGH, DURHAM AND CHAPEL HILL

EXHIBIT 8

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

Just a reminder . . .

Last week we mailed you an OPERATION FOLLOW-UP questionnaire.

If you *have* completed and mailed your questionnaire, thank you. We appreciate your continuing participation in this important study.

If you *haven't* completed your questionnaire yet, please fill it out and mail it today. You are an important person to us, and we want to hear from you.

Don't forget OPERATION FOLLOW-UP!

EXHIBIT 9

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION

Dear OPERATION FOLLOW-UP Participant:

Thank you for completing the Second Follow-up Questionnaire for the *National Longitudinal Study of the High School Class of 1972*. Your completed questionnaire again gives you an important voice in representing the entire nation's Class of '72 in OPERATION FOLLOW-UP, which is dedicated to improving educational and vocational opportunity.

We are truly pleased that you and so many of the more than 22,500 members of the Class of '72 have chosen to participate in OPERATION FOLLOW-UP. Last year, during the first follow-up, we received completed questionnaires from 21,516 of you, or almost 95% of the total group. We have so much information, in fact, that we are still working on summarizing it for you. You will hear from us about this in early spring in an OPERATION FOLLOW-UP newsletter.

Meanwhile, we'll be sending you an OPERATION FOLLOW-UP identification card within a few months. This ID card will have a change-of-address postcard attached to it so that you can notify us if you move.

Remember, we are most grateful for your help. You are very special to us, and your continuing cooperation is very important. We hope you've found the questionnaires as interesting to fill out as we are finding your experiences to be instructive.

Sincerely,

J A Davis

Junius A. Davis
Project Director

(919) 549-8311 FROM RALEIGH, DURHAM AND CHAPEL HILL

EXHIBIT 10

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

We are missing something! We haven't received your OPERATION FOLLOW-UP questionnaire yet.

Your participation in this study is vital because your activities and experiences since leaving high school are what OPERATION FOLLOW-UP is all about. The information you provide can help improve schools and school programs—perhaps for your brothers and sisters, and someday, for your own children.

Please fill out your OPERATION FOLLOW-UP questionnaire and mail it *today*. If you have lost or misplaced your questionnaire, or if you never got one, please call us *collect* at (919) 549-8311. Identify yourself as an OPERATION FOLLOW-UP participant and give us your current mailing address. We'll mail you another questionnaire because we don't want to miss you!

MGMSAVB SAV
1-[94027B02035 10/29/74
ICS MGMNCSA PTRI
01392 MLTN VA
ZIP 29902

EXHIBIT 11

western union Mailgram

UNITED STATES POSTAL SERVICE U.S. MAIL

173931

WE ARE MISSING SOMETHING! WE HAVEN'T RECEIVED YOUR OPERATION FOLLOW-UP QUESTIONNAIRE YET.

YOUR PARTICIPATION IN THIS STUDY IS VITAL BECAUSE YOUR ACTIVITIES AND EXPERIENCES SINCE LEAVING HIGH SCHOOL ARE WHAT OPERATION FOLLOW-UP IS ALL ABOUT. THE INFORMATION YOU PROVIDE CAN HELP IMPROVE SCHOOLS AND SCHOOL PROGRAMS--PERHAPS FOR YOUR BROTHERS AND SISTERS, AND SOMEDAY, FOR YOUR OWN CHILDREN.

PLEASE FILL OUT YOUR OPERATION FOLOW-UP QUESTIONNAIRE AND MAIL IT TODAY. IF YOU HAVE LOST OR MISPLACED YOUR QUESTIONNIARE, OR IF YOU NEVER GOT ONE, PLEASE CALL US COLLECT AT (919) 549-8311. IDENTIFY YOURSELF AS AN OPERATION FOLLOW-UP PARTICIPANT AND GIVE US YOUR CURRENT MAILING ADDRESS. WE'LL MAIL YOU ANOTHER QUESTIONNAIRE BECAUSE WE DON'T WANT TO MISS YOU!

J. A. DAVIS
PROJECT DIRECTOR

1200 EST

MGMSAVB SAV

EXHIBIT 12

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

November 10, 1974

Dear Member of the High School Class of 1972:

About three weeks ago you should have received a large certified mail envelope containing an OPERATION FOLLOW-UP questionnaire. This questionnaire is for you to use in telling us about your achievements and experiences since leaving high school.

As of today, we have not received your completed questionnaire. Just in case you never got it or have misplaced it, I am sending you another.

Please take time to fill out the questionnaire now. Instructions for completing the questionnaire may be found on the inside front cover. When you have answered all questions which apply to you, put your completed questionnaire in the enclosed postage-paid envelope and drop it in the mail.

I deeply appreciate your help. Your answers are important in helping us learn how to improve the educational and vocational opportunities for the young people of today and tomorrow.

Sincerely,

K. A. Tabler

Kenneth A. Tabler
USOE Project Director

KAT:mt

Enclosure

EXHIBIT 13

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

You are important to us! So are your activities and experiences since you left high school—that's what OPERATION FOLLOW-UP is all about.

We haven't received your OPERATION FOLLOW-UP questionnaire yet. Your cooperation is vital to our study and your participation will help improve our schools and school programs. Please fill out your questionnaire and mail it *today*.

If you have lost or misplaced your questionnaire, or if you never got one, call us *collect* at (919) 549-8311. Identify yourself as an OPERATION FOLLOW-UP participant and give us your current mailing address. We'll mail you another questionnaire because we want to hear from you!

EXHIBIT 14

western union Mailgram

UNITED STATES POSTAL SERVICE U.S. MAIL

MGMTACA TAC
1-136564GU523244 11/19/74
ICS [illegible] NTRI
[illegible] ALTN VA
ZIP 98362

136564

YOU ARE IMPORTANT TO US! SO ARE YOUR ACTIVITIES AND EXPERIENCES SINCE YOU LEFT HIGH SCHOOL--THAT'S WHAT OPERATION FOLLOW-UP IS ALL ABOUT.

WE HAVEN'T RECEIVED YOUR OPERATION FOLLOW-UP QUESTIONNAIRE YET. YOUR COOPERATION IS VITAL TO OUR STUDY AND YOUR PARTICIPATION WILL HELP IMPROVE OUR SCHOOLS AND SCHOOL PROGRAMS. PLEASE FILL OUT YOUR QUESTIONNAIRE AND MAIL IT TODAY!

IF YOU HAVE LOST OR MISPLACED YOUR QUESTIONNAIRE, OR IF YOU NEVER GOT ONE, CALL US COLLECT AT 919-549-8311. IDENTIFY YOURSELF AS AN OPERATION FOLLOW-UP PARTICIPANT AND GIVE US YOUR CURRENT MAILING ADDRESS. WE'LL MAIL YOU ANOTHER QUESTIONNAIRE BECAUSE WE WANT TO HEAR FROM YOU!

J. A. DAVIS
PROJECT DIRECTOR

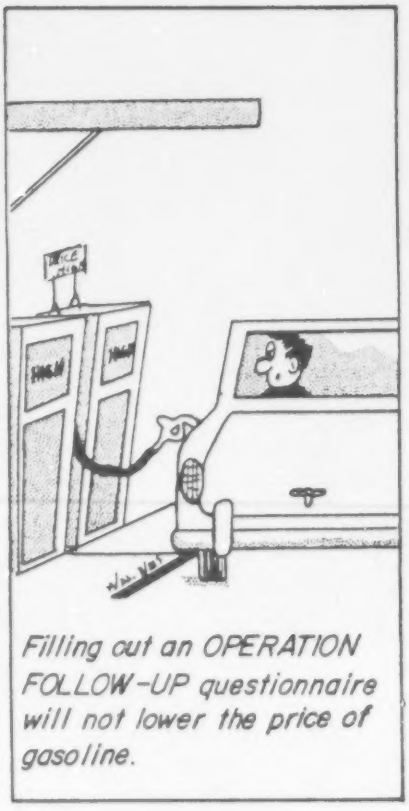
1709 EST

MGMTACA TAC

EXHIBIT 15

Filling out an OPERATION FOLLOW-UP questionnaire will not improve your love life.

Filling out an OPERATION FOLLOW-UP questionnaire will not get you two free tickets to a rock concert.



Filling out an OPERATION FOLLOW-UP questionnaire will not lower the price of gasoline.

Filling out an OPERATION FOLLOW-UP questionnaire may not ever do <u>you</u> any good... but should you take that chance? Think about it...

Let's put OPERATION FOLLOW-UP in focus. You got a questionnaire this year; you'll get another one in 1976 and then the last one in 1978. What we're asking for is about 2½ hours of your time during the next 4 years. That's only 3 minutes a month between now and 1978. Think about how you spend your time...

The training and courses you had in high school may not have done all you wanted. But have you told anybody who can do something about it?

You may want to go back to school some day. But can you be sure there'll be room for you?

Your own kids are going to need schools and teachers and books and training programs. Are you satisfied with what you got?

Think about it...

If you've lost or thrown away your questionnaire, call <u>collect</u> and we'll mail you another one. Call (919) 549-8311 during the day and ask for an OPERATION FOLLOW-UP operator.

Think about it...

OPERATION FOLLOW-UP

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

NATIONAL CENTER FOR EDUCATION STATISTICS WASHINGTON, D.C. 20202

EXHIBIT 16

western union Mailgram

UNITED STATES POSTAL SERVICE U.S. MAIL

MGMDALT HSA
1-212002U345028 12/11/74
ICS MGMNCSA RTRI
00080 MLTN VA
ZIP 75925

009514

THIS IS IT!

THIS IS THE LAST PIECE OF MAIL YOU'LL GET THIS YEAR ASKING YOU TO FILL OUT AN OPERATION FOLLOW-UP QUESTIONNAIRE. NO MORE CARDS, NO MORE LETTERS, NO MORE MAILGRAMS.

WE STILL WANT YOUR ANSWERS TO THE QUESTIONNAIRE. IF WE HAVEN'T GOTTEN THEM BY JANUARY, ONE OF OUR PEOPLE IN YOUR AREA WILL COME BY TO TALK WITH YOU PERSONALLY--TO GO THROUGH THE QUESTIONNAIRE WITH YOU, GET YOUR ANSWERS, AND THEN SEND THE QUESTIONNAIRE BACK TO US.

I DON'T LIKE TO KEEP BUGGING YOU, BUT YOU ARE VERY IMPORTANT TO OPERATION FOLLOW-UP.

IF YOU'D LIKE TO TALK TO SOMEONE ABOUT WHY YOU'RE SO IMPORTANT, GIVE US A CALL. BILL OLIVERI IS ONE OF THE GUYS WHO RUNS THE STUDY FOR THE GOVERNMENT. CALL HIM COLLECT AT (202) 245-7809.

IF YOU NEED ANOTHER QUESTIONNAIRE, CALL ME COLLECT. MY NUMBER IS (919) 549-8311. IF YOU HAVE ANY QUESTIONS OR HANG-UPS ABOUT THE STUDY, BILL AND I WOULD LIKE TO TALK TO YOU.

THANKS FOR LISTENING TO ME. NOW, LET ME HEAR FROM YOU.

MIMI HOLT
RESEARCH TRIANGLE INSTITUTE

18:58 EST

MGMDALT HSA

EXHIBIT 17

NOTICE—All information which would permit identification of the individual will be held in strict confidence, will be used only by persons engaged in and for the purposes of the survey, and will not be disclosed or released to others for any purposes.

O.M.B. No. 51-S-74047
APPROVAL EXPIRES SEPT. 1975

OPERATION FOLLOW-UP

NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

SHORT FORM
Second Follow-Up Questionnaire

'72

Prepared for the
DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
BY RESEARCH TRIANGLE INSTITUTE □ RESEARCH TRIANGLE PARK, NORTH CAROLINA
FALL 1974

E FORM 2367-3

1. **How do you describe yourself?**

(Circle one.)

American Indian 1
Black or Afro-American or Negro 2
Mexican-American or Chicano 3
Puerto Rican 4
Other Latin-American origin 5
Oriental or Asian-American 6
White or Caucasian 7
Other 8

2. **Did you attend school in the first week of October 1974?**

No ..... 1 *GO TO Q. 5*
Yes ..... 2 *GO TO Q. 3*

3. **What kind of school is this?**

(Circle one.)

Vocational, trade, business, or other career training school 1
Junior or community college (two-year) 2
Four-year college or university 3
Other (describe: _____ _____) ..4

4. **Which of the following best describes how well you have done in all of your coursework or program from October 1973 through October 1974? If your school(s) or program(s) do not use letter grades, please choose the letter grade that comes closest to describing your progress.**

(Circle one.)

Mostly A 1
About half A and half B 2
Mostly B 3
About half B and half C 4
Mostly C 5
About half C and half D 6
Mostly D or below 7

5. **Were you working during the first week of October 1974?**

No ..... 1 *GO TO Q. 9*
Yes, full-time ..... 2 } *GO TO Q. 6*
Yes, part-time ..... 3 }

6. **Please describe below the job you held during the first week of October 1974. (If you held more than one job at that time, describe the one at which you worked the most hours.)**

a. For whom did you work? (Name of company, business organization, or other employer)

(Write in): _____

b. What kind of business or industry was this? (For example, retail shoe store, restaurant, etc.)

(Write in): _____

c. What kind of job or occupation did you have in this business or industry? (For example, salesperson, waitress, secretary, etc.)

(Write in): _____

d. What were your most frequent activities or duties on this job? (For example, selling shoes, waiting on tables, typing and filing, etc.)

(Write in): _____

e. Were you:

(Circle one.)

An employee of a PRIVATE company, bank, business, school, or individual working for wages, salary, or commissions? 1

A GOVERNMENT employee (Federal, State, county, or local institution or school) 2

Self-employed in your OWN business, professional practice, or farm 3

Working WITHOUT PAY in family business or farm? 4

f. When did you start working at this job? _____ (month) _____ (year)

g. Are you currently working at this job?

Yes 1

No ..... 2 Date left: _____ (month) _____ (year)

7. **How many hours did you usually work at this job in an average week?**

_____ Hours per week

8. **What was your marital status, as of the first week of October 1974?**

(Circle one.)

Never married, but plan to be married within the next 12 months 1

Never married, and don't plan to be married within the next 12 months 2

Divorced, widowed, separated 3

Married 4

9. **Not including yourself, how many persons were dependent upon YOU for more than one half of their financial support as of the first week of October 1974.**

(Circle one.)

0 ... 1 ... 2 ... 3 ... 4 or more

10. **What is the best estimate of your income before taxes for ALL OF 1974? If you are married, include your spouse's income in the total, but do not include loans and gifts. Please make an entry on each line, either a dollar amount, or if you will receive no income from a source during 1974, write in the word "none".**

Source	Amount Will Receive
Your own wages, salaries, commissions, and net income from a business or farm	$ _____
Your spouse's (husband or wife) wages, salaries, commissions, and net income from a business or farm	$ _____
All other income you and your spouse will receive (include interest, dividends, rental property income, public assistance, unemployment compensation, cash gifts, scholarships, fellowships, etc.)	$ _____
TOTAL INCOME YOU AND YOUR SPOUSE WILL RECEIVE	$ _____

11. **How do you feel about each of the following statements?**

(Circle one number on each line.)

	Agree Strongly	Agree	Disagree	Disagree Strongly	No Opinion
a. I take a positive attitude toward myself	1	2	3	4	5
b. Good luck is more important than hard work for success	1	2	3	4	5
c. I feel I am a person of worth, on an equal plane with others	1	2	3	4	5
d. I am able to do things as well as most other people	1	2	3	4	5
e. Every time I try to get ahead, something or somebody stops me	1	2	3	4	5
f. Planning only makes a person unhappy since plans hardly ever work out anyway	1	2	3	4	5
g. People who accept their condition in life are happier than those who try to change things	1	2	3	4	5
h. On the whole, I'm satisfied with myself	1	2	3	4	5

12. **What ways do you assure yourself of a good buy for your money?**

(Circle one number on each line.)

	Regularly	Sometimes	Never
a. I compare prices and label information of similar products or services	1	2	3
b. I return merchandise that is unsatisfactory to the store where I bought it	1	2	3
c. I rely on brands or companies I know well even if they cost more	1	2	3
d. I follow leads in articles from Consumer Reports, Changing Times, or other such magazines	1	2	3
e. I check a company's reputation with the Better Business Bureau or consumer protection agency before agreeing to an expensive service or repair	1	2	3
f. I write to the manufacturer about the quality of the product if I'm unsatisfied	1	2	3

13. What do you expect to be doing in October 1975?

(Circle as many as apply.)

- Working for pay at a full-time or part-time job 1
- Taking academic courses at a two- or four-year college 2
- Taking vocational or technical courses at any kind of school or college (for example, vocational, trade, business, or other career training school) 3
- On active duty in the Armed Forces (or service academy) 4
- Homemaker 5
- Other (describe: _____) 6

14. As things stand now, how far in school do you think you actually will get?

(Circle one.)

- High school only 1
- Vocational, trade, or business school
  - Less than two years 2
  - Two years or more 3
- College program
  - Some college (including two-year degree) 4
  - Finished college (four- or five-year degree) 5
  - Master's degree or equivalent 6
  - Ph.D., M.D., or equivalent 7

15. How important is each of the following factors in determining the kind of work you plan to be doing for most of your life?

(Circle one number on each line.)

		Very Important	Somewhat Important	Not Important
a.	Previous work experience in the area	1	2	3
b.	Relative or friend in the same line of work	1	2	3
c.	Job openings available in the occupation	1	2	3
d.	Work matches a hobby interest of mine	1	2	3
e.	Good income to start or within a few years	1	2	3
f.	Job security and permanence	1	2	3
g.	Work that seems important and interesting to me	1	2	3
h.	Freedom to make my own decisions	1	2	3
i.	Opportunity for promotion and advancement in the long run	1	2	3
j.	Meeting and working with sociable, friendly people	1	2	3

16. How important is each of the following to you in your life?

(Circle one number on each line.)

		Very Important	Somewhat Important	Not Important
a.	Being successful in my line of work	1	2	3
b.	Finding the right person to marry and having a happy family life	1	2	3
c.	Having lots of money	1	2	3
d.	Having strong friendships	1	2	3
e.	Being able to find steady work	1	2	3
f.	Being a leader in my community	1	2	3
g.	Being able to give my children better opportunities than I've had	1	2	3
h.	Living close to parents and relatives	1	2	3
i.	Getting away from this area of the country	1	2	3
j.	Working to correct social and economic inequalities	1	2	3
k.	Having leisure time to enjoy my own interests	1	2	3
l.	Having a good education	1	2	3

17. **What kind of work will you be doing when you are 30 years old? (Circle the <u>one</u> that comes closest to what you expect to be doing.)**

(Circle one.)

a. CLERICAL such as bank teller, bookkeeper, secretary, typist, mail carrier, ticket agent 1
b. CRAFTSMAN such as baker, automobile mechanic, machinist, painter, plumber, telephone installer, carpenter 2
c. FARMER, FARM MANAGER 3
d. HOMEMAKER OR HOUSEWIFE ONLY 4
e. LABORER such as construction worker, car washer, sanitary worker, farm laborer 5
f. MANAGER, ADMINISTRATOR such as sales manager, office manager, school administrator, buyer, restaurant manager, government official 6
g. MILITARY such as career officer, enlisted man or woman in the Armed Forces 7
h. OPERATIVE such as meat cutter, assembler, machine operator, welder, taxicab, bus, or truck driver, gas station attendant 8
i. PROFESSIONAL such as accountant, artist, registered nurse, engineer, librarian, writer, social worker, actor, actress, athlete, politician, but not including public school teacher 9
j. PROFESSIONAL such as clergyman, dentist, physician, lawyer, scientist, college teacher 10
k. PROPRIETOR OR OWNER such as owner of a small business, contractor, restaurant owner 11
l. PROTECTIVE SERVICE such as detective, police officer or guard, sheriff, fire fighter 12
m. SALES such as salesperson, advertising or insurance agent, real estate broker 13
n. SCHOOL TEACHER such as elementary or secondary 14
o. SERVICE such as barber, beautician, practical nurse, private household worker, janitor, waiter 15
p. TECHNICAL such as draftsman, medical or dental technician, computer programmer 16
q. NOT WORKING 17

18. **When did you complete this questionnaire?**

_____ (month) _____ (day) _____ (year)

THANK YOU FOR YOUR COOPERATION

THIS INFORMATION WILL BE KEPT IN STRICT CONFIDENCE AND WILL BE USED ONLY FOR FUTURE FOLLOW-UPS IN THE NATIONAL LONGITUDINAL STUDY OF THE HIGH SCHOOL CLASS OF 1972

EXHIBIT 18

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

CENTER FOR EDUCATIONAL RESEARCH AND EVALUATION

Dear Follow-Up Participant:

We appreciate your completing the second follow-up questionnaire for the National Longitudinal Study of the High School Class of 1972. Your cooperation greatly helps in the continuing effort to collect information for planning better programs to enhance work and educational activities of young people like yourself.

We are always trying to improve the questionnaire. One thing we wonder about is whether a question has the same meaning to a person when asked at different times. To determine this, we have selected a few questions from the second follow-up questionnaire, which you have already completed, and we are asking you to answer them again. The results of this study will help us improve future questionnaires.

Please read carefully each question in the short questionnaire. It is important that you follow the directions for responding. Sometimes you are asked to fill in a blank--in these cases, simply write your response. Where you are asked to circle a number, make a heavy circle. Here is an example:

Did you complete high school?

(Circle one.)

No, still in high school 1
No, left high school without completing 2
Yes, graduated ..... (3)

The entire questionnaire will take only a few minutes of your time. When you complete the questionnaire, please seal it in the postpaid envelope provided and return it to:

OPERATION FOLLOW-UP
Research Triangle Institute
Post Office Box 12036
Research Triangle Park, North Carolina 27709

Thank you again for your help.

Sincerely,

J. A. Davis
RTI Project Director

JAD:fh

Enclosure

(919) 549-8311 FROM RALEIGH, DURHAM AND CHAPEL HILL

EXHIBIT 19

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF THE ASSISTANT SECRETARY FOR EDUCATION
WASHINGTON, D.C. 20202

NATIONAL CENTER FOR
EDUCATION STATISTICS

7 January 1975

Dear Member of the High School Class of 1972:

Remember your senior year in high school? Among all the other things you were doing in the spring of '72, you completed a questionnaire asking you about your plans after high school, and your hopes and aspirations for the future. About 22,000 other high school seniors did, too--and you are all a part of OPERATION FOLLOW-UP.

This is an invitation for you to become an active member of OPERATION FOLLOW-UP, which is what I call the National Longitudinal Study of the High School Class of 1972. Let me tell you what OPERATION FOLLOW-UP is all about.

Educators and other people interested in education have been questioning for some time how well America's high schools prepare young adults for jobs, further schooling, and the responsibilities of "adult" life. In order to discover what happens to young people after they leave high school, the National Center for Education Statistics (NCES) of the Department of Health, Education, and Welfare is conducting OPERATION FOLLOW-UP. Through a series of questionnaires given over a period of years to selected 1972 high school seniors, NCES hopes to find out how the continuing experiences of these young people, including you, relate to the courses and training they had in high school. The fact that you are working, married, in college, in military service, training for a job, or trying to decide what you want to do is important in relation to your educational background, your plans while you were in high school, and your plans, experiences, and problems now and in the future.

While your experiences and activities since high school are unique to you, the types of things you have been doing represent similar experiences and activities shared by over 3-1/2 million of your fellow classmates across the nation. You and each of the other 22,000 members of the Class of '72 selected for OPERATION FOLLOW-UP represent all the rest of your classmates--nationwide--and you can provide valuable information about some very important people: young adults going through one of the more significant periods of their lives.

The training and courses you had in high school may not have done all you wanted. But have you told anybody who can do something about it? You may want to go back to school some day. But can you be sure there will be room for you? Your own kids are going to need schools and teachers and books and training programs. Are you satisfied that they will be available?

Within the next few months someone will call on you to talk with you about OPERATION FOLLOW-UP. This person will be a representative of the Research Triangle Institute (RTI), which is a non-profit research organization located in North Carolina. RTI is collecting and tabulating the information gathered from OPERATION FOLLOW-UP participants.

Be assured that all of the information you give us is treated in strictest confidence. Your name will never be published or released to anyone. Your responses will be analyzed and used only in statistical summaries that show what members of the Class of '72 are doing and how they feel about things that are important to them.

Please take a moment now and check your name and address on the label on the enclosed postcard. Make any corrections or additions and drop the card in the mail. Don't worry about stamps because the card is postage-paid. Even if your name and address are correct, please return the postcard anyway so that I'll know that you've heard from me.

I hope you'll accept my invitation to join OPERATION FOLLOW-UP. If you have questions or would like additional information about OPERATION FOLLOW-UP, send me a note. I'll be glad to hear from you.

Sincerely,

Elmer F. Collins

Elmer Collins
NCES Project Director

EC:fh

Enclosure

EXHIBIT 20

National Center for Education Statistics
Education Division
Department of Health, Education, and Welfare
Washington, D.C. 20202

OPERATION FOLLOW-UP
Supplementary Information

A. October 1972 Activities

Think back to October 1972, the fall of the year after you left high school. [Circle the numbers of the answers which best fit the situation then.]

1. **Were you:**
   - Working full time? 1
   - Working part time? 2
   - Not working? 3

2. **Were you looking for work?**
   - Yes 1
   - No 2

3. **Were you going to school?**
   - Full time 1
   - Part time 2
   - Not going to school 3

4. **What were the name and address of the school?**
   - Name: _____
   - Address: _____
   - _____

5. **Were you on active military duty?**
   - Yes 1
   - No 2

6. **Were you a homemaker?**
   - Yes 1
   - No 2

B. October 1973 Activities

Think back to October 1973, the fall of the second year after you left high school. [Circle the numbers of the answers which best fit the situation then.]

7. **Were you:**
   - Working full time? 1
   - Working part time? 2
   - Not working? 3

8. **Were you looking for work?**
   - Yes 1
   - No 2

9. **Were you going to school?**
   - Full time 1
   - Part time 2
   - Not going to school 3

10. **What were the name and address of the school?**
    - Name: _____
    - Address: _____
    - _____

11. **Were you on active military duty?**
    - Yes 1
    - No 2

12. **Were you a homemaker?**
    - Yes 1
    - No 2

C. General Information

The following questions are more general in nature. [Circle the numbers of the answers which best fit.]

13. What kind of high school program were you in?

General 1
Academic or college preparatory 2
Vocational or technical 3

14. What is the highest educational level completed by your mother and father? If you are not sure, please give your best guess.

(Circle one number on each line.)

	None or grade school only	High School		Vocational, trade, business, or career program in a school or college		Academic programs			
		Did not finish	Finished	Less than two years	Two years or more	Some college (including two-year degree)	Finished college (four- or five-year degree)	Master's degree or equivalent	Ph. D., M.D., or equivalent
Father or male guardian	1	2	3	4	5	6	7	8	9
Mother or female guardian	1	2	3	4	5	6	7	8	9

15. What job did your father (or male guardian) hold when you were a senior in high school, even if he is now retired, deceased, or disabled?

a. For whom does (or did) he work? (Name of company, business, organization, or other employer)

(Write in): _____

b. What kind of business or industry is (or was) this? (For example, retail store, manufacturer, state or city government, farming, etc.)

(Write in): _____

c. What kind of job or occupation does (or did) he have in this business or industry? (For example, salesman, foreman, policeman, civil engineer, farmer, teacher)

(Write in): _____

d. What are (or were) his most frequent activities or duties on this job? (For example, selling cars, keeping accounts, supervising others, operating machinery, finishing concrete, teaching grade school)

(Write in): _____

ATTACHMENT B

REPORT ON TELEPHONE SURVEY OF

NEWSLETTER RECIPIENTS

RESEARCH TRIANGLE INSTITUTE
POST OFFICE BOX 12194
RESEARCH TRIANGLE PARK, NORTH CAROLINA 27709

STATISTICS RESEARCH DIVISION

October 15, 1974

Mr. Elmer Collins
U. S. Office of Education
400 Maryland Avenue, S.W.
FOB - 6, Room 3065
Washington, D. C. 20202

Dear Elmer:

Attached is a report on our telephone contact with the sample of nonrespondents to our July NLS newsletter. It does not appear that the information we gathered indicates any major changes in our basic procedure or plans. We should continue with the newsletter at least once a year and, as much as possible, include information highlighting what is happening to the Class of 72; i.e., number working, in school, in service, married, etc. It would also be beneficial to include any newsworthy items concerning pending legislation where NLS data may be relevant or to carry quotes from political or educational leaders pointing out some of the critical issues involved. Whenever possible information indicating that the NLS sample member's participation has had an impact on the educational process would be most valuable.

Please let me know if you have questions or desire any additional information.

Sincerely,

Donald A. King
Senior Survey Specialist

DAK/sb
Attachment
cc: Jack Bailey
Don Bates
Jay Davis
Jack Shirey
Mimi Holt
Mike Weeks
Nancy Thorne
Lib Weaver

Approved for transmittal:

J. A. Davis, Project Director

10/16/74
Date

(919) 549-8311 FROM RALEIGH, DURHAM AND CHAPEL HILL

NATIONAL LONGITUDINAL STUDY
SECOND FOLLOW-UP SURVEY
POST-NEWSLETTER TELEPHONE SAMPLE

In late August 229 NLS sample members were randomly selected to be telephoned as part of an effort to determine the impact and effectiveness of the July 17 mailing of an OPERATION FOLLOW-UP newsletter. At the time of their selection, none of the 229 had returned the change of address post-card included in the newsletter mailing.

A telephone script was prepared to guide the telephone operators and informal training was conducted on August 27. Calls began on that date and continued through September 5. Because of the nature of the information desired from sample members, every effort was made to contact sample persons rather than to obtain partial, second-hand information from parents, spouses, roommates, etc. In 177 cases, sample members were contacted directly; in 39 cases, individuals living at the same address of sample members were contacted; and in 13 cases, sample members could not be located or reached by phone.

As a result of inquiries about addresses, receipt of newsletter, and reaction to the newsletter and the study, the following information was obtained.

NAME AND ADDRESS STATUS

- 130 sample members verified that the address to which their newsletter was mailed was correct
- 76 sample members reported changes in name and/or address

PROBABLE RECEIPT OF NEWSLETTER

- 81 sample members who were contacted directly reported that they received the newsletter. Of these ...
  - 24 received, but did not read, it
  - 42 received and read it
  - 15 received and read the newsletter and mailed the change of address postcard

- 92 sample members who were contacted directly reported that they did not receive the newsletter. Of these ...
  - 55 verified that the address to which their newsletter was mailed was correct
  - 37 reported changes in name and/or address

OTHER RESPONSES

- 6 sample members could not be contacted because they were living or traveling in foreign countries
- 5 sample members did not know if they had received the newsletter
- 5 sample members, who were contacted personally, stated that they did not wish to participate further in the study. They indicated that they did not have time to complete the questionnaires or that they had not been advised that the study would involve them over a long period of time. These people will not receive any further contact from us.

After information on names, addresses, and probable receipt of newsletter was obtained, sample members were asked to comment on the newsletter and their participation in the study. These comments and questions are of interest and appear to be candid, straight-forward observations about the study and how it is presented to them. They pinpoint some areas where mailout procedures and instructions to sample members may be improved, and they reveal some problems caused by Census interviewers in last year's personal follow-up.

Listed below are representative comments from sample members grouped according to topics related to points mentioned above.

THE STUDY

- the program appears to be worthwhile
- when will results be available?
- how will data be used to implement new programs?
- why do there have to be so many questions?
- how long will the study last?
- what is the purpose of the study?

To draw some very subjective conclusions based on these types of responses, it appears that continuing repetition of NLS objectives is desirable. Either the message is not getting through to sample member or it is being ignored. The questions above provide some specific direction to areas that should be treated in subsequent mailings to sample members.

One sample member indicated that she was not furthering her education and, since this was an educational study, she did not think her participation important. This attitude may be fairly wide-spread among sample members.

THE NEWSLETTER

- "I read it but don't remember much it said" (5 responses)
- "I received the newsletter, but I still don't understand the study" (2 responses)
- "I wasn't impressed with the newsletter"
- "The newsletter was helpful in explaining the study" (4 responses)

The newsletter apparently got mixed reviews. Some sample members indicated that the newsletter told them nothing new, while others seemed to like the material on people involved in the study and RTI. Many sample members queried

the telephone operators for results of the study. It seems imperative that some positive feedback be relayed to sample members as soon as possible.

MAILOUT PROCEDURES AND INSTRUCTIONS TO SAMPLE MEMBERS

- "I got the postcard, but no newsletter"
- "I got the newsletter, but no postcard"
- "I thought you only had to return the postcard if your address had changed"

Some problem apparently exists in getting all mailout materials into an envelope and having them delivered to a sample member. The extent of this problem is probably not large, but it continues to occur.

Despite instructions to "return this postcard anyway," many sample members do not seem to grasp the concept of verifying valid information. The difference between the ID/COA approach - i.e., hang on to this until you need it - and the regular change or confirmation of address card may be confusing, in spite of the specific instructions accompanying each.

PROBLEMS RELATED TO CENSUS INTERVIEWERS

One parent and four sample members contacted in this study complained of what they considered to be undue harassment from Census interviewers. They stated, in effect, that the interviewers used too much "pressure" in obtaining their "cooperation." We must, of course, use extreme care to ensure that our field interviewers are not over-zealous in their efforts to obtain completed questionnaires. However, if we wish to achieve a high response rate, we must also create desire and enthusiasm on our interviewers part to locate and obtain cooperation from as many sample members as possible.